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The **NORTH CENTRAL
ASSOCIATION
QUARTERLY**

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THE NORTH CENTRAL ASSOCIATION QUARTERLY

*The Official Organ of the North Central Association of Colleges
and Secondary Schools*

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THE NORTH CENTRAL ASSOCIATION QUARTERLY

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ASSOCIATION NOTES AND EDITORIAL COMMENTS

THE North Central Association will convene at the Palmer House, Chicago, Monday, March 24, for its fifty-second annual meeting. The final session will be held on Friday, the 28th. The general theme will be "Education for World Citizenship." The first three days, Monday through Wednesday, will be devoted to the customary business procedures of the Association.

On Monday the Board of Review, of the Commission on Colleges and Universities, will hold an all day session; the twenty state chairmen of the Commission on Secondary Schools will meet as usual in the afternoon; and in the evening, there will be an informal meeting of that Commission.

Tuesday will be devoted to the reviewing committees of the Commission on Secondary Schools, and the Board of Review will hold its second all-day session.

On Wednesday, all three Commissions will convene at nine o'clock in executive session, and again at two o'clock in the afternoon. At 4:30 the Executive Committee of the Association will hold its first session.

Thursday morning, the 27th, will see the three Commissions in final session. At two o'clock the first general meeting of the Association will be held. The topic selected for this occasion is

"The Contribution of Education to World Citizenship." At 7:30, the conference of high school principals will be held again after a lapse of several years.

Friday, the last day of the annual meeting, will be devoted to two general sessions. In the forenoon, "The Contribution of Science to World Citizenship" will be presented, and in the afternoon the final session of 1947 will close on the note, "Spiritual Foundations of World Citizenship." Immediately after this general meeting the Executive Committee will hold its last session of the week.

"NOTE TO THE EDITOR"

These four unromantic words, now quite familiar to the writer after five years in the editor's chair, introduce a miscellany of appeals for space in this publication. Most of them are ignored because long ago the Editorial Board established the policy of restricting the *QUARTERLY* to matters which originate within the Association itself. As a house organ, the *QUARTERLY* rarely carries major articles or papers from the outside, and then only because they bear upon the work of the Association. As a consequence, many otherwise very creditable manuscripts have had to be returned to their respective

writers, frequently with the suggestion that they be brought to the attention of certain other publications. The frequency with which they have later appeared has been gratifying to this office.

But there are other appeals which merit attention here because they lie so close to the fundamental educational purposes of the North Central Association as disclosed, in part, by the theme for the 1947 meeting of that body. As shown elsewhere in these columns, that theme will be "Education for World Citizenship." Thus, "we are hoping that you will join with us in the celebration of NEGRO HISTORY WEEK beginning February 9, 1947," writes C. G. Woodson, director of the Association for the Study of Negro Life and History, Incorporated, whose headquarters are in Washington, D. C. He goes on to say,

The theme for the year is "Democracy Possible only through Brotherhood." History does not show that democracy has ever been attained by such methods as we are using today. We are holding conferences and passing resolutions and deciding by a majority what shall be done or what shall not be done without laying a foundation on which we can build a new structure. What the representatives of the nations are now doing may be destroyed overnight and soon forgotten in the mad rush for more selfish gains. The thing for which we should now be working is brotherhood. People who do not practice it will never live together in peace and will never keep the peace with neighboring nations.

Another communication is at hand, signed by Herbert L. Seamans, director of the Commission on Educational Organizations, of The National Conference of Christians and Jews, Inc., New York. He cites President Truman's appeal for nation wide observance of AMERICAN BROTHERHOOD WEEK, and encloses the following announcement:

The National Conference of Christians and Jews announces the 14th annual observance of national Brotherhood Week to occur February 16-23, 1947. The theme is "Brotherhood—Pat-

tern for Peace." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature, and visual aids are available.

Under the caption, "Seeks Emotional Maturity in International Affairs," the Carnegie Corporation of New York, through Devereux C. Josephs, its president, extends an invitation "primarily to educators at the college level" to submit educational projects which go beyond "sowing an annual crop that may die with the first adverse change in the climate of opinion; something must be planted that will grow strong from deep roots." Mr. Josephs gives priority to the field of international relations, stating that "without peace and the prospect of peace, all other plans are worthless. Here, then, is a basic interest . . . the goal chosen is adult appreciation of international responsibilities." The Corporation, backed by resources in excess of \$167,000,000, stands ready to help the colleges make this country "more literate and more emotionally mature in international affairs."

These three announcements are keyed to a theme which is rising in crescendo in American education. Brotherhood at home and with nations abroad has not escaped notice by this Association. But as a continuing obligation it is here brought especially to the attention of the Commission on Research and Service whose work in the curriculum is well known.

Finally, the MARCH OF DIMES commands the compassionate support of every man, woman, and child that is even remotely touched by the Association. From the National Foundation for Infantile Paralysis, New York, comes this call:

The March of Dimes this year is being held from January 15th to the 30th. The teacher

looks to the future months and knows that as regularly as the tides of the ocean, the number of cases will increase as the warmer months of the year come around. She knows we must be ready for that time, provided with the wherewithal to treat those who are attacked by this most expensive of diseases. And she knows that the March of Dimes is that provider.

When an outbreak of this disease occurs, the funds in the local Chapter treasury melt like snow in the sun. Invariably the Chapter calls on the National Headquarters for financial assistance, and this is never refused. Other help is generally needed—more skilled doctors, more nurses, more physical therapists, perhaps more respirators or other equipment. All these are provided, and epidemiologists travel to the scene of the outbreak to seek any clues to the mystery of transmission—all paid for by the March of Dimes. The National Foundation for Infantile Paralysis raises money for its work in no other way.

Here, then, is the annual opportunity for the members of the Association to implement their health instruction by making the dimes march on.

HARLAN C. KOCH

PROPOSED REVISION OF THE POLICIES, REGULATIONS, AND CRITERIA FOR THE APPROVAL OF SECONDARY SCHOOLS

In 1945 the Commission on Secondary Schools authorized the appointment of a committee to study the desirability of revising the policies, regulations, and criteria for secondary schools. The following men were selected: A. C. Cross, Colorado; Carl G. F. Franzén, Indiana; A. J. Gibson, West Virginia; E. G. Johnston, Michigan; William E. McVey, Illinois; M. R. Owens, Arkansas; and B. C. B. Tighe, North Dakota, *ex officio*. On March 27, 1946, the committee made a report of progress to the Commission at Chicago; in fact, the report constituted the theme for the entire afternoon session of the Commission which was led by a panel comprised of Mr. McVey and Mr. Franzén as members of the committee and of Messrs. G. A. Beck, principal of Central High School,

Duluth; H. E. Merritt, chairman of the Wisconsin State Committee; John Rufi, chairman of the Missouri State Committee; Paul Stevens, superintendent of schools at Wheat Ridge, Colorado; and Reverend Julian L. Moline, S. J., West Baden College, West Baden, Indiana, who represented the Commission at large.

Mr. McVey pointed out that the committee had adopted and followed these guiding principles:

Principle No. 1.—An institution should be judged insofar as possible upon the basis of the total pattern it presents as an institution of its type. While it seems necessary that institutions be judged in terms of particular characteristics, it should be recognized that wide variations will appear in the degree of success achieved.

Principle No. 2.—It should be accepted as a principle of procedure that emergency in one field may be compensated for by strength in the other field.

Principle No. 3.—A school should be judged in terms of its own philosophies and the purpose it serves in its own community.

Principle No. 4.—The criteria should be flexible and of a type that can readily adjust itself to the facts. It should be recognized that individual differences exist among schools.

Principle No. 5.—The objectives of the criteria should be based on established validity as a measuring instrument.

Principle No. 6.—While it seemed desirable that the criteria should regard as basic certain characteristics such as faculty preparation, the intellectual and moral tone of the school, the quality of the school, and the board of education, it should be recognized that considerable divergence may occur in any one of these characteristics without detracting from the educational

merits of an institution. Uniformity in every detail stifles educational experimentation and is not only unnecessary but undesirable.

Principle No. 7.—The criteria to be of maximum value must be stimulating and conducive to educational growth, provide facilities for self-evaluation and the incentive to strive endlessly toward higher goals of achievement.

After Mr. McVey had briefly discussed these principles, Mr. Franzén presented the respective policies, regulations, and criteria with proposed modifications and the panel then took over, with participation from the floor.

As this issue of the *QUARTERLY* goes to press, the results of a referendum on the proposed changes are being compiled by the aforementioned committee. The April issue will carry a complete account of the results over the signature of Mr. Franzén.

CONTRIBUTORS TO THIS ISSUE

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SOME HIGHLIGHTS OF NORTH CENTRAL HISTORY¹

C. O. DAVIS

*Professor Emeritus of Education
University of Michigan*

It is indeed a pleasure to be here with you again tonight. It has been five years since I have mingled with you and I have always had a genuine affection for the North Central Association. My connection with the organization began in 1911, and terminated in 1941, that is, my physical presence here terminated. I have always looked with a great deal of interest and pride upon this organization. I once thought that I knew most of the men, certainly of the Secondary School Commission. I realize, of course, that I no longer do and yet, as I have mingled with you today and looked over some of you tonight, I recognize that a considerable number have familiar faces. I notice that quite a number of you are a little more bald and others are grayer than they were five years ago.

I wonder, by the way, if you know the genuine truth about hair on the head? One of our greatest scientists has worked out a theory for which he vouches. I don't recall whether he was a chemist or physicist or a botanist, a sociologist, dermatologist, astrologer, or a veterinary surgeon, but he makes the point that in youth we all grow hair; we can't help it. It is like grass in the springtime, it comes up through the cracks in the cement, but as we grow a little older that condition no longer exists. Therefore, in order to

keep the hair you have, you must have it fertilized or fed; consequently the tendency is for the hair to strike its roots deep and if going down it finds any gray matter it turns gray. If it doesn't it falls out. Now, you fellows can make the most of that. I am not vouching for it.

I also want to take this opportunity to express my appreciation to the officers of this Association for the privilege of having written the history of the North Central Association. It has been a real pleasure to me to undertake it.

This Association was born fifty-one years ago tomorrow, on the 29th day of March, 1895. It had its origin in the brain of a man by the name of William Butts, who, at that time, was principal of the Michigan Military Academy, Orchard Lake, Michigan. Mr. Butts was eastern by birth, and in 1894 he had gone to his old home in New England and learned of the newly organized Association of Colleges and Secondary Schools of New England. He came back and approached President Angell of the University of Michigan, and suggested that he thought it would be desirable if the states in this North Central territory imitated New England. President Angell didn't seem to warm up to the idea, perhaps because conditions out here are different from New England, but he advised Mr. Butts to get the advice of some other people and report.

Mr. Butts came to Chicago and saw President Harper, of the University of Chicago; he went over to Wisconsin and saw President Adams, of the Uni-

¹ This is the first in a series of four addresses delivered at the Fiftieth Anniversary Dinner of the Association, March 28, 1946, at the Fifty-First Annual Meeting in Chicago. Wartime restrictions on travel prevented holding it in 1945, as planned. This account of Dr. Davis' address is derived from a stenotypist's record of what he said.

versity of Wisconsin; over to Northwestern and saw President Rogers, of Northwestern University, and some others, all of whom were seemingly deeply impressed with the proposal and suggested that it be put into effect. Mr. Butts returned to Ann Arbor and presented his finding to President Angell who then immediately lent his support to the movement. However, in order to have some organization that was already existing sponsor it, the matter was taken up before the Michigan Schoolmasters' Club—indeed, the North Central is patterned very largely after the organization of the Michigan Schoolmasters' Club, and since been copied throughout the United States. The Schoolmasters' Club met in Ypsilanti, Michigan, that year and on the first day of December 1894, a proposal was made that a letter be sent to representatives in the then so-called North Central states and invite them to a meeting for the organization of the North Central Association.

That letter went out under date of December 31, 1894, and over the signatures of President Angell, President Harper, President Adams, President Rogers, and three representatives of the Michigan Schoolmasters' Club, calling for a gathering at Northwestern University on the 29th and 30th of March, 1895. At that first meeting thirty-six persons were present. Three states were not represented, namely, Minnesota, Nebraska, and Kansas, but the other seven—there were only ten states regarded as being in the North Central territory—were there. The time was consumed in drafting a constitution, electing officers, and making plans for the future. President Angell was elected the first president of this organization; Mr. Bliss, of Detroit, secretary; and Mr. Carman, of Lewis Institute, treasurer. The next year they

met at the University of Chicago. The year following they were the guests of Lewis Institute and ever since that time the North Central Association meetings have been held in Chicago, with the exception of 1900 and 1917 when the Association met in St. Louis, Missouri, and 1902, in Cleveland, Ohio.

Those first meetings, as I have thought of them, resembled high grade teachers' institutes. There was no attempt to legislate on any matters. Instead, views were exchanged and the Executive Committee was charged with the responsibility of formulating moot questions upon which papers would be presented and then discussed. For example, I have listed a few of these. Permit me to read the ones of 1897:

"Resolved, that in colleges and especially in the larger universities, there is a tendency to entrust the freshman class to inexperienced teachers often inferior to those in high schools. It is a growing evil and ought to be checked."

Another one of that same year was: "Resolved, that in the opinion of this Association, courses in secondary schools should be the same for students who intend to go to college and for those who do not."

And another: "Resolved, that in every secondary school and in colleges as far as the end of the sophomore year, the study of language and the study of mathematics should be predominately and continuously pursued."

That was the nature of those meetings. As I say, two formal papers were read on each of these resolutions or on the topic of the meeting, consuming generally a half-day. Then the matter was thrown open for discussion. That was about all that was done in those earlier meetings. However, by 1900, the situation between colleges and secondary schools had become exceedingly

acute. The accrediting system, as you undoubtedly know, started at the University of Michigan. President Angell introduced it there in 1871; indeed for many years this plan was known as the "Michigan Plan." That is, professors were sent out from the University to inspect schools and if they found conditions satisfactory, they recommended that the school be accredited and that students graduating therefrom be brought into the institution without formal examination. Other states had taken up that procedure. By 1900, when the whole secondary school movement had begun to get terrifically strong, many new types of students were coming into the school as they have continued, of course, to do even up to the present minute. The idea of having common standards was unknown. Each institution set its own standards. The Carnegie Unit, so-called, came into effect, but nobody knew what a unit was. In the beginning Algebra I was not necessarily acceptable as a unit, at least by all institutions. The same was true of history, of Latin, and of English. There was no common standard. It was particularly difficult of course, for the larger schools—those schools which were sending their graduates to many institutions. Some of them were going to Michigan, others Chicago, others Indiana, others Illinois, and so on.

Indeed, while I was inspector, I crossed the Michigan line and inspected schools in Kentucky and Indiana and Ohio. Thus the inspectors from different states crossed the trails of other inspectors, and all of them were setting up recommendations that were different in some way from those of the others. So by 1900, as I say, the situation became almost intolerable. In 1901, Dean Forbes, of the University of Illinois, made an address before this Association in which he presented the

matter and argued that the time had come when there must be some set of standards that would be acceptable by all of the institutions. Out of that address came immediately the appointment of the first Commission that this Association had. It was called the Commission on Secondary Schools. It broke up immediately into three subcommittees; one to organize courses of study; another, to be called the Committee on Accrediting Schools; and the third, to take into account what consideration, if any, could be granted to graduates of high schools who offered more than the usual number of courses or credits required for graduation. Then, too, an Executive Committee was created. These committees made their reports the following year and brought in a series of recommendations for courses and curricula. Indeed, the Executive Committee continued to operate until 1910, bringing in recommendations, one year on first and second year mathematics and possibly the next year on third and fourth year mathematics and so on, until by 1910 it had covered the high school curriculum pretty well with courses of study comprised of units, as we called them, which were uniform. The Committee on Accrediting Schools brought in a series of standards which are the basis of those that are still in existence.

The first standard, and perhaps the most important one, was that all teachers of academic subjects in all schools that were to be accepted by this Association must be college graduates and must hold degrees from reputable institutions. The number of hours that a teacher could teach was set at a maximum of six a day with a recommendation of five. The Committee also set thirty-six weeks as the standard school year with periods of forty minutes. Then there was one sweeping recommendation which be-

came another standard; namely, that the *esprit de corps* of the institution must be exceedingly high as judged by a very careful personal inspection.

There were no objections to that list; however, the President of Illinois fought it desperately, arguing that it was a partial list and that it was unfair. For these and various other reasons the list was withdrawn. But the following year the Committee came back better prepared to defend its recommendations, whereupon 156 secondary schools were accredited. That laid the foundation for the accrediting system of the North Central Association. As I have said, up to that time I had thought of it largely as a high grade teachers' institute.

Immediately following that setup of standards for secondary schools, an attempt was made to standardize colleges. That was a very natural proposal. If high schools should be accredited and standardized, why shouldn't colleges be so treated? The proposal was fought for nearly ten years until finally in 1912, colleges were accredited. The standards as we know them, have, as a matter of course, been greatly modified since that time.

You also recall that, about 1910, what we think of as the scientific movement in education began. Professor Judd, Professor Kovan, Dean Jessup, and three other leaders of this Association started the campaign for scientific or quasi-scientific factual studies, and those studies have gone on from that day to this. I don't know how many this Association has turned out, but it must run into the thousands. I have attempted to list in the *History* of the Association [pp. 248-62] what seemed to me to be among the more important of these studies. There are about 150, with documentary references and brief statements as to the nature of each.

In 1916, it was realized that the old constitution was no longer satisfactory. Consequently, a new one was drawn that year which provided for three Commissions exactly as we have them now, although they have been renamed slightly. Their functions were approximately the same as they are today.

Since the organization of the Association a number of very vital issues have been taken up from time to time. I can't discuss many of them tonight, but a few I think are worth mentioning.

The first, or at least one of the first, issues that came up was what to do with normal schools? A normal school fifty years ago was neither fish nor fowl. It almost never offered more than a two-year course. It not infrequently admitted students from the twelfth grade and oftentimes from the eleventh grade and, possibly, on occasion from grades lower still. Indeed, a normal school was looked upon in those days as a preparatory or professional training school for elementary school teachers whose work consisted largely of a review of the subjects that were taught in the elementary school, together with some methods as to how that should be done.

Now in the very first call of the thirty-six men who came here in 1895, three represented normal schools. But immediately the question arose, Should such schools be admitted? They were not secondary schools, they were not colleges, and yet, by its very definition, this Association is an Association of Colleges and Secondary Schools. Many wanted to throw them out entirely, but that didn't seem feasible, so they were allowed to stay and little by little the normal schools changed their whole nature; they not only became three-year schools and four-year schools, but they also began to give degrees. Many of them have taken new names. They have raised their standards. They have

raised salaries. They have done everything, indeed, to change their character. They are entirely different from what they used to be, so much so that at the present time, of the schools on the accredited list only two still carry the name "Normal" in their titles. The rest are schools of education or teachers colleges or the like.

The question of the status of the normal schools was finally settled, of course, by listing them among the colleges and designating whether they were accredited as junior colleges, or four-year colleges, or colleges particularly for the training of teachers.

Another matter that came up rather early involved an attempt to limit the number of members of this Association. One hundred was put as a maximum. It was finally proposed to raise it to one hundred fifty. That was voted down completely. It is rather interesting to think that today there are over three thousand secondary schools and more than three hundred colleges that are members of the Association. Obviously, to have fixed a permanent limit of one hundred or one hundred fifty would have been a serious mistake.

Another issue was the question of professional training of teachers. A. S. Whitney, of the University of Michigan, was chairman of the first board of inspectors. It was he who largely formulated the first standards for the accrediting of secondary schools. He determined that there should be included a requirement for the professional training of secondary school teachers, but the Association was not ready to accept that recommendation and, indeed, not until 1914 did that clause get into the standards of this Association, when eleven semester hours of education were required for teaching in the secondary schools. Then immediately came the question, What constitutes eleven hours of education?

I can recall very well the quarrel that went on over that. It was finally settled by saying, "Well, leave it to the institution, itself; any course that an institution officially declares a course in the training of teachers will be accepted as such here." The requirement remained unchanged until 1925. Then, on a referendum vote by all of the members of the North Central Association—the vote was nearly unanimous—the number of hours of professional training was raised to fifteen, where it still stands. However, just as soon as that provision was set up for secondary school teachers, the same issue was raised with reference to college teachers. What is sauce for the goose ought to be sauce for the gander, it was said. If you are going to require professional training for high school teachers, why shouldn't you require professional training for college teachers? I recall how bitterly the issue was fought over year after year. It never did get into the standards and isn't there yet.

Still another one was the question of dues. At the original meeting of this Association, the dues were set at \$3.00 a member. There were various classifications of members. There were the colleges, universities, the secondary schools, and individual members, at \$3.00 each. In 1914 that was changed by requiring \$10.00 from universities, \$5.00 from colleges and \$3.00 from secondary schools and individuals. But membership didn't necessarily mean exactly the same thing as accreditation. A school could be accredited without being a member and a lot of principals seemed to think it was legitimate to get their schools accredited and have that fact published in the local papers, but fail to pay the necessary dues. So, in 1916, such payment was made obligatory; but again, the secondary schools balked and another referendum was taken. To appease them the As-

sociation said, "If you refuse to pay \$3.00, would you be willing to pay \$2.00 to become a member of the Association?" Thereupon the referendum vote went through almost 100 percent. But in my experience, I recall that repeatedly school boards refused to pay even \$2.00 and many a principal had to take it out of his own pocket to save the good name of his school. In 1926, the NORTH CENTRAL ASSOCIATION QUARTERLY was established. At that time, the dues for universities were set at \$50.00, for colleges at \$25.00, and for secondary schools at \$5.00; and again, there was great objection on the part of the secondary schools. Many of them argued that the laws of their respective states wouldn't permit them to spend \$5.00 on an institution such as this. Well, the Committee got around that by arguing that you can beat the devil around the stump or skin a cat in more than one way. So it said, "Pay your \$5.00 and become a member and we will give you the NORTH CENTRAL ASSOCIATION QUARTERLY free, but if you don't want to do that, subscribe \$5.00 to the QUARTERLY and we will regard that as a membership in the Association." That was the final solution, but it still took two or three years after that before all principals, so I understand, were able to get the \$5.00 out of their boards of education and some of them again had to pay it out of their own pockets.

Length of term of office became another issue. In the constitution of 1916, most of the officers were limited to three years, with a provision that an individual could not hold an office longer than two terms. In 1924, however, it was discovered that there were individuals in the Commission on Unit Courses and Curricula who had already held office more than six years, so they got around that temporarily by voting to make them advisory members for

the following year and then leaving it to a referendum vote to see whether they should wipe out the two-term restriction. The referendum got through more or less unanimously.

Another had to do with the question of final authority. The older members of this Association will recall very well that when an institution was rejected or warned or dropped from the list, there was an unmerciful effort made by the president or the dean or the local staff of officers of the institution who came down and took the floor and argued, not for minutes but almost for hours, why that school should not be dropped or should not be warned. The constitution of 1916, it was thought, had obviated that—that the issue had to go before the Executive Committee. I recall very distinctly that in 1924, when Professor Judd was president of this organization, the question came up in an acute form because accrediting or dropping naturally depended upon the standards; whereupon the question arose, "Who is going to make the standards?" Professor Judd recalled that the Association as a whole had no right whatever to make standards. That was the job of the appropriate Commission. All the Association could do was to approve them or reject them or send them back to the Commission, if it cared to, for reconsideration. That interpretation was upheld by the Association as a whole. So, since that time, as you all know, an institution that is now dissatisfied with the action of this Association has the right to appeal to the Executive Committee shortly after the taking of such action and state its case. Then if the Executive Committee feels there is reason why the decision should be modified, it is so modified.

There is just one other thing that I wish to mention. It relates to junior high schools. You perhaps recall that

the junior high school movement in this country began in 1909—at least that is the way I have always considered it. By 1916, there were about 150 secondary schools which had modified their types of organization to include the junior high school, by becoming six-year schools. An effort was made at that time for this Association to recognize the junior high school aspect of these reorganized schools. I think it must have been ten years before that was finally decided. Meanwhile the argument ran, “If you don’t want to admit them, call them reorganized schools,” but nobody would accept that. “Very well, let’s then accredit a six-year school.” No, they wouldn’t have that. “Let’s accredit a three-year senior high school.” No, they wouldn’t have that. It had to be the old four-year school. Now, as you know, six-year schools, five-year schools, three-year senior high schools, and possibly some other similar types have been accredited. And that is the sort of situation that has arisen with reference to junior colleges.

I have attempted to deal with these things in the *History of the North Central Association* and you will find them there. The book is organized into eleven chapters. One or two of the chapters deal with the early organization. Another with the constitution. And still another with the publication policies. I have listed, as I have already indicated, a number of the publications that have been turned out and they are voluminous, as you know. They comprise reports, studies, and books that have had a remarkable influence throughout the North Central territory and elsewhere. There is a chapter on the functions of the Executive Committee; another on the Association as a whole; another on the work of the three Commissions; another, of course, on the accrediting system throughout

its whole development, and another on the fraternal delegates or fraternal relations. Then I prepared one other chapter on what I call excerpts from the addresses delivered before this Association. Now, naturally, those were selected according to my personal judgment. I went over the various addresses that have been delivered here and I found what I thought were some very apt and very pat expressions. I have incorporated those under six different headings. I am not going to read them, of course, but I would like to read two excerpts if I may.

The first one is from an address by Milo Stuart who was president of this Association in 1923. He was principal of the Manual Training High School, Indianapolis, at the time. Just previous to that time, as Secretary of the Commission on Secondary Schools, I had the responsibility of formulating a very elaborate questionnaire and sending it out to all the principals of the North Central Association, asking them, “What does a Principal do anyway? What is his job?” Well, there were over fifteen hundred replies—and the questionnaire as I recall it, contained fifty questions. They were answered very minutely. In passing, may I refer to Ed Miller of Detroit—he must have had a stenographer follow him around for a week and watch what he did and said and then jot it down. I recall that he reported that he had spent five minutes on Thursday examining the thumb of a teacher who had injured it in a defective door. He had helped to bandage the wrist of a boy who sprained it in gymnasium practice, and so on and on. It was very elaborate. Well, within a year or two, as I have said, Mr. Stuart became president of this Association. He argued that you can’t judge a principal in such a manner. A principal’s job is very much bigger than his routine tasks disclose.

He said in part:

The relation of the principal to his teachers should be the most intimate of any. If a teacher fails, the principal fails; if the teacher succeeds, the principal succeeds. . . . To sum up what the principal's job is, I should call him a referee . . . the captain of the ship . . . the boss of the firm . . . a juvenile judge before whose tribunal come not only the culprits but the adults who frequently contribute to the pupils' shortcoming. He is a promoter who must project the future of his institution and convert the public to his plan. He is social physician to every parent who has a wayward son who needs attention. He is a friend-in-need to pupils and to all the homes in which misfortune comes. He is a man among men, but among boys and girls (including their parents) he is idolized as is no other person in the community. His power, his activities, even the good he does, cannot be measured by a material yardstick.

The other excerpt I want to read is taken from an address delivered by Professor F. N. Scott, of the University of Michigan. Professor Scott was president of this Association in 1914. At that time, as I have already indicated, the so-called scientific movement in education had got under way and we were engaged in making graphs and giving out statistics about this, that, and the other sort of thing. Professor Scott took for his topic, "Efficiency for Efficiency's Sake." He dealt with the ideal teacher. The excerpt follows:

I do not know how the profession of teaching presents itself to those who are before me, but to me it has always seemed very closely akin to the ministry. Between teaching and preaching there is an affinity which rests on no mere superficial resemblance. I have always thought of the teacher as being called to his pursuit by inward promptings, not by caprice or merely material considerations. I have thought of him as entering upon his work with a broken and contrite heart, searching the inmost folds of character and conscience to see if he were worthy of the responsibility and equal to the task. I have thought of him as pursuing his work with the devotion and the fervor of one who has consecrated himself to a high calling. Still further, if the work of the teacher is to be tested for its efficiency, I have thought of this test as being the same as that of the ministry. Is he a savior of souls? Is he a foun-

tain of light and hope and courage? Does the spark of intelligence in the young minds before him as he addresses them shoot up into sudden flame? Do those who have sat under his ministrations look back to their contacts with him with gratitude, as accessions when the finest and best in them was aroused and stirred to activity? Has he been able to inspire them with the love of truth, with the ambition of being wise and good, with the growing power to enjoy what is pure and noble and finely wrought?

Finally he wrote,

I have been told that it was once the custom at Oberlin College—it may be yet, for all I know—for instructors to open every recitation with prayer. For my part, I could never do that. Wild horses could not drag me to a recitation room for such a purpose. The act of prayer thus made compulsory would, I am sure, in my case quickly degenerate into ritual, into formula, into hocus-pocus. Nevertheless there is something about the idea that appeals to me strongly. I believe in the spirit of the practice. The schoolroom ought to be a kind of shrine. It was so to me when I was a child. It was, in the religious sense of the word, an awful place; and none of the trivial happenings of the daily routine could rob it of its significance. So it should be for the teacher—a holy place, of which he is the high priest. The teacher who when he enters the classroom does not feel at least momentarily something of the devotion of the minister of God, who does not then, and at intervals thereafter as he conducts his work, feel within him some stirrings of the divine spirit, is not a teacher. He is a curve. He should go into some pursuit where curves are true expressions of efficiency.

Well, that is a pretty strong statement for an ideal teacher, I submit. I used to know Professor Scott very intimately, but I don't remember him as a very outstandingly religious man, and yet, that excerpt is suffused with the spirit of religion.

Well, that is the book I have tried to write. There is only one other thing that I haven't said here. I did one chapter on the finances of this Association. The first report of the treasurer was made in 1897. At that time the treasury contained \$336.66. In 1941, the peak year of the North Central Association, the amount of money handled by the treasurer was

over \$88,000. Now certainly, as I have said in the preface of this book, the North Central Association's history has been a notable one, its reputation is most enviable, and its influence enormous. There have, of course, been detractors. There were those who thought its mission was accomplished and that it should close up its doors and cease operating, but each decade

has opened up new changes to this Association and it has met them with vigor and courage.

Let us hope that it may have another fifty years of prosperity and educational leadership. I have faith that that will be the case. And if my book in any way contributes to the glory of this Association, I am more than satisfied.

OUR INDEBTEDNESS TO PAST LEADERSHIP¹

H. M. GAGE
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St. Charles, Missouri

I BECAME a college president in September, 1913. Since 1914 I have attended all annual meetings of the North Central. Just when I became a member of the Commission on Higher Education I do not at the moment recall. In 1917 I became secretary of the Association in succession to Henry Brown of Winnetka, who had gone to service in the army. Milo Stuart, Treasurer, inducted me into the puzzling duties of the secretary just as Charles H. Judd and K. C. Babcock were teaching me the duties of the Commission. Following five or six years' service as secretary I became president and was retired from that office with the tribute of honorary membership. A little later I was asked to serve in a wholly voluntary, unofficial capacity with a few men who later were recognized as The Board of Review. Then came one of the "incidents," which come now and again in this and all other organizations without premeditation by anyone I was suddenly returned to more active service on the Commission and its then fully recognized Board of Review. More in truth than in modesty I may say that I have really done very little of fundamental significance for the North Central. I have, however, through the years, occupied a good seat for observation. My only competency to make the remarks that follow is the fact that I have had intimate and friendly relations with these very able and good men who have given the

North Central an endowment of ability and goodness. In addition I have had, I think, a sympathetic insight into the problems of colleges that have felt at once the weight of the Association resting on them and the upward lift of its influence.

The history of men and their institutions may be epitomized in the lives of a few men. Their names suggest epochs. The centuries bear the impress of their personalities. They have created, embodied, and transformed into action and institutions the thought of the generations in which they have lived. They have not always been men whom it is pleasant to remember. Sometimes they have appeared suddenly, suddenly done their work and disappeared. Sometimes they have been preceded by a long and austere period of preparation. Sometimes they have been merely voices crying in the wilderness, the harbingers of a better day. Sometimes they have had an intelligent and sometimes an ignorant following. Sometimes they have been called to the work of revolution and sometimes to that of reconstruction. Truly memorable events of large and small range, both popular and obscure, attest the truthfulness of these statements. It is not indeed implied that the most conspicuous is necessarily the most effective leadership. One may be a mere figure-head, receive all the credit and applause, while the real leaders may be comparatively unknown. To all of our leaders, to the conspicuous and obscure, to those who were chairmen of committees and to others who were not

¹ This is the second in the series of addresses delivered at the Fiftieth Anniversary Dinner of the Association, March 28, 1946.

even members of a committee, we express our gratitude in exercise of the fine art of spiritual appreciation. Many of our leaders were unknown to the millions whom they influenced. The mightiest forces of which we have any knowledge are noiseless in their operation.

Still streams oft water fairest meadows,
The bird that flutters least is longest on the wing.

We are today mindful of debt to our leaders of the near and distant past because we stand today near the summit of fifty years looking fore and aft. Here is a visible audience. There is also a much larger congregation which you cannot see. In it are many hundreds, the prophets of the late 1890's and early 1900's, invisible presences—a great congregation. Carried along as ships on the seas of memory we can see them coming here, a long procession moving from the ends of the earth and the heavenly frontiers of creation, filling this room with the sanctity of their presence and giving to us their benediction.

We have gathered, visible and invisible presences, to celebrate an anniversary, the fiftieth anniversary of the North Central Association. We thereby express a distinguishing trait of our common humanity. Nature does not keep anniversaries. Nature is without sentiment. All of her mighty works are timeless. It is we who have the sense of time and are stirred by emphatic points in time. Not without feeling do we tear the last leaf from the calendar of fifty years. Before closing the thick volume of fifty years of Association history we shall read again its long record of routine and drudgery, its idyllic stanzas of joy; its ugly blots of misunderstanding and failure, its noble passages of duty bravely done, its smooched erasures of thwarted purpose, its tender chapters of sacri-

ficing love. Then will come to us a realization that the perfection of the past is that "better things" provided for us; that in us and in us alone the past may become perfect in this present. So, with an overwhelming sense of the duty of the present to the past, we shall meet the challenge of a new day and shall greet a new epoch for its inherited promise of great possibilities. But nature, of course, will not share in our sense of responsibility. It will not pause to marshal the hosts of heaven for praise or censure, reminiscence or prophecy. Marked indelibly in our minds is a record of fifty years of life. But tomorrow the sun will take its course from dawn to dark, spring flowers will bloom in season, just because spring is their season, and as if there were no drama in all creation but only the unwasting and inevitable processes of untiring cosmic power. Nature minds no anniversaries. Nature has neither regret nor hope; needs no reminder and no spur. But we live by ideas and ideals. In accord with one of those strange anomalies of life we greet a second half-century of life, a winsome future, with full assurance of faith. Our past is reassuring. The future that we see is not a strange and dreadful something rushing at us from the front. It is a friendly and familiar influence streaming over our heads from behind. There is a comforting assurance that "surely goodness and mercy shall follow me all the days of my life."

The wisdom that may be gleaned from our history, glimpses of the causes to which our predecessors have given their lives, the courage and vision of the early prophets of this Association, their bold launching of a new enterprise on seas uncertain if not stormy, our gains in social control of education, the still more priceless gains of friendship, of hearts imbued with the spirit

of high endeavor in the service of education, and of wills turned toward the good, beautiful, and true—these things are stored up food that will nourish our very souls and make us strong to face new situations and to solve new problems in the future. The contemplation of these things with their encouragement and warning, their rebukes and inspiration, is the true object of this anniversary. The enduring past is a perpetual invitation to achievement. We go on and not back to make it perfect. Happy is the institution which can signalize a great day in its life, recognize the deeds and visions of the past, dwell on the blessings they have brought. So long as this spirit prevails no cause will be lost, no institution will perish, no man will fail.

The very distinguished men who founded the North Central in 1896 to facilitate relations between high schools and colleges were discussing requirements for entrance to college. A speaker was interrupted by one who wanted to know quite exactly what a college is. Without much hesitation the speaker said that among other things a college has seven professors, heads of departments and, maybe, a professor of education. At least he came to that conclusion before he had done speaking. Those who heard him came to the same conclusion. Other conclusions followed naturally. If a college must have seven professors other than a professor of education, it follows that a college must have \$200,000 debt free and invested at 6 percent to produce annually \$12,000 to pay each of eight professors a salary of \$1,500. Six other conclusions about the nature of a college were reached in short order. Eight standards had been fixed. They set forth an irreducible minimum of men, money, and material which a college must have.

These standards were never seri-

ously questioned until 1921. At that time the National Conference Committee on Standards and the American Council on Education, the North Central participating, noted an existing diversity of standards and resulting confusion. A prepared statement suggested that a minimum college of one hundred students should possibly have a debt free endowment of \$3,000 per student. That a college should have seven professors other than a professor of education, was not questioned.

A crisis was developing. In 1922 the North Central decided that debt-free college endowment should be \$500,000 for two hundred students and \$50,000 for each one hundred additional students. Not half of the endowed colleges in the Association could have met that requirement. The institutions in arrears faced the necessity of raising about \$20,000,000. Therefore, the time for application of the standard was twice postponed. It was finally decided to make final accounting in March, 1927. The approach to that date was full of anxiety and trial.

In March, 1926, it was found that ninety-eight colleges were required to have, within a year, endowments amounting in all to \$70,000,000. The largest amount needed was \$1,800,000; the average a little in excess of \$700,000. The minimum, of course, was \$500,000.

To meet the standard endowment requirement the ninety-eight colleges collectively had \$75,123,860 debt free. The average endowment was about \$750,000. The largest was \$2,900,000; the smallest \$183,000.

The debts of these colleges amounted to \$4,694,000. Fifty of the ninety-eight colleges in March, 1926, were \$14,554,720 short of meeting the minimum endowment requirement in March, 1927. The maximum shortage was \$617,000; the minimum \$14,000.

In January, 1927, it appeared that

forty of the ninety-eight colleges might be subject to careful inquiry as regards fulfillment of the new financial standard. Twenty were near the danger line and were notified that a special report would be required immediately. By the first of February it seemed that twenty-nine colleges of the ninety-eight selected for this statement might not meet the 1927 requirement. By the first of March the number had been reduced to sixteen. At the annual meeting on March 15, 1927—and who that was present will ever forget it?—only nine were found to be deficient. Collectively they lacked about \$900,000. One made up a deficiency of \$300,000 within thirty days after adjournment and by special action was continued in the list of approved colleges. Eight were dropped. All of these very quickly met the 1927 endowment requirement and were, of course, returned to the list of approved institutions.

Those were dramatic days; maybe especially so in retrospect. It was said that the North Central was trying to kill colleges in its territory and that in an enterprise that is essentially intellectual and spiritual there was an insane emphasis on money. Another crisis was developing. It grew out of the settlement of 1927 which never truly solved the ailments for which it was supposed to be a panacea. North Central leaders were certainly challenged.

In 1929 some special studies revealed the particulars of facts already suspected. Colleges were meeting standards only in part. In a list of more than two hundred approved institutions of higher education, ninety-seven were low in conformity to at least one standard, thirty-two in two standards, sixteen in three, five in four, and one in six. As regards qualification of teachers there was only a 66 percent conformity. In non-conformity some in-

stitutions seemed to rest in smug security. The value of conformity was questioned. The validity of some of the standards was challenged. One study indicated that the standard governing size of classes was questionable. Furthermore, it had always been assumed that an adequate endowment would mean good salaries through the years and that good salaries would mean good teaching and that good teaching is the essential goodness of a good college. At this point a special study was disturbing. It did not show the supposed uniformly close correlation between size of endowment and salaries. There was a still less uniformly close correlation between income from endowment and per capita expenditure for educational purposes.

Clearly something had to be done. Something was done. A committee was appointed in 1929 to devise a new procedure for admitting colleges to the list of approved institutions. *Mirabile dictum!* Standards were abolished. Criteria were established. Many details of excellence were distinguished. An inferiority might be offset by some superiority. "Smug security" was abolished. Reporting was made a continuing process. The details of hitherto impenetrable administrative processes were brought into the light. Everything that may make a college good or bad, even students, were brought into the picture of a college. The new accrediting procedures went into operation in 1933 at a cost of four years of work and \$135,000.

Read again the list of the men and the staff who faced the problems of 1913 when the first list of approved institutions was published. Remember now those men who endured the critical years from 1922 to 1927 and those from 1929 to 1933. We honor them tonight. Do we honor them in memory or in prospect of similar services in 1946 and

the years ahead? The North Central needs today men who will be worthy successors to our predecessors, men whose true silent vow is:

I live for those who love me
For those who find me true
For the heavens that bend above me
And the good that I may do;

For the wrongs that need resistance
For the cause that lacks assistance
For the future in the distance
And the good that I may do.

The remembered faces of those who have served the North Central during the last fifty years are clear in our minds tonight. I shall not name them. There are too many. Seeing them recalls an incident in history. The Italian Count, Midalo, saddened by the ruin of his fortunes, turned from the street that rang with tales of disaster. He entered the palace of his ancestors. He went directly into the great room in which hung portraits of generations of his ancestors. He looked into their faces earnestly. He remembered the long history of which they had been a part. Extending his hands to them in supplication he cried, "Let me feel that

I am indeed your son by sharing the manhood that made you noble." It may be well for us to do likewise in the presence of remembered faces and some that we actually see in our midst tonight.

Alfred Noyes in *Tales of Mermaid Tavern* creates the spirit of this occasion and fixes the point on which emphasis should be placed. To the old tavern came a choice company of kindred spirits in reunion. There came Kit Marlowe and Greene and Sweet Will Shakespeare. There too came Sir Walter Raleigh with his roystering crew that had sailed the seven seas in search of gold and glory. At the stamping of their feet and the pounding of their mugs of ale on table tops the rafters of the tavern trembled. Their lusty songs rose high.

And yet did they sail the seas
And, dazed by exceeding wonder,
Straight through the sunset glory
Plunge into the dawn.

And leaving their home behind them,
By a road of splendor and thunder
They came to their home in amazement
Simply by sailing on.

THE CHURCH-RELATED COLLEGE AND SECONDARY SCHOOL'S INDEBTEDNESS TO THE NORTH CENTRAL ASSOCIATION¹

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I AM at a serious disadvantage, being the third speaker in this quartette of scheduled speakers. Dr. Davis can stalk in historic habiliments in front of the proscenium and who will gainsay his pronouncements; he knows and the rest of us do not. Dr. Gage can wing his way into the empyrean of his enthusiasms and who is there among us who would even dare to want to reduce the superlatives which he might care to attach to anyone from the Alpha and Omega of Balzer to Zook, alphabetically, or of Angel to Henzlik, historically. And Dr. Brumbaugh, who will have the good fortune to speak after me by way of contrast, can permit the B-29 flights of his imagination to reach their 350 miles per minute at altitudes of fifteen thousand feet and all any of us will do is simply to ask the assistant pilot in our private plane to open the oxygen tanks; none of us will fight back, we will all go where Brumbaugh flies. We have agreed with Davis and Gage and we are going to agree with Brumbaugh.

But what about my topic? Porcupinish, it bristles with controversies. At various times historically in half a century, the question has been raised. What business do church-related schools, be they college or secondary, have in the North Central Association? Why after all, are there church-related schools, high schools or colleges? And then the church-related colleges and secondary schools have themselves asked whether they are indebted to the

North Central Association and the question has been raised by those both inside and outside of the Association. And I have even heard it said that far from the colleges and secondary schools being indebted to the North Central Association, the North Central Association is incredibly indebted to the church-related colleges and secondary schools, without whose support, I once heard a wag say, the North Central Association could not have been kept from being murdered but it was certainly kept from committing suicide. And what right have I, after all, to be the spokesman of the church-related colleges and high schools? A Catholic and a priest at that. It has even been called into question whether a priest can really educate. In the words of some modern *New Yorker* Falstaff:

A preposterous popish priest
Of knowledge he had only the least;
He mumbles and rumbles
And jumbles and fumbles
No larnin'—but, wine and a feast.

It takes courage to face these potential controversies. Still, the title is justified and no other title would have implications for this occasion for which personally I would care to be responsible.

And so to my work. Now, I have to represent colleges and secondary schools of the most diverse religious denominations and of the widest geographical and religious jurisdictions and of every shade of religious belief and, I was about to suggest, of many-sided religious unbelief. I tried to make a hurried estimate of the number of church-related colleges among the 350

¹ This is the third in the series of addresses delivered at the Fiftieth Anniversary Dinner of the Association, March 28, 1946.

odd colleges and universities approved by the North Central Association and the ten times that number or more of secondary schools approved by it. Among the first sixty in the alphabetical list, there were twenty-six church-related colleges, about forty-two percent. This would mean roughly that in the North Central territory, there are about 150 church-related colleges. Among the first sixty also, I find twelve to fifteen different religious denominations and undoubtedly, even more religious jurisdictions represented. Surely, to be the spokesman for such a variety gives me the privilege of paraphrasing Father O'Flynn:

Of, "teachers," we can offer a charming variety,
Far renowned for larnin' and piety. . . .
Powerfullest preachers and tinnerest teachers
And kindest creatures in ould Donegal.
Checkin' the crazy ones, coaxing onaisy ones,
Liftin' the lazy ones on wid a stick.

How are all of these schools indebted to the North Central Association? How did it come about that these various schools were approved? I thought first of the Protestant schools. Carlyle once said, "The three great elements of modern civilization are gunpowder, printing and the Protestant religion." Gunpowder has given way to the atomic bomb; printing is only questionably a civilizing influence; and the Protestant religion . . . ? And then I thought of Hebrew schools, of which by the way, are there any specifically church-related schools in North Central territory? If there had been, I might have applied to the North Central's choice of them, the little jingle, traceable to some obscure author of the eighties:

How odd
Of God
To choose
The Jews.

And lastly, I thought of the Catholic schools about which it is said that they

represent one great solid block of unanimity of opinion and solidarity of viewpoints and unity in every endeavor. But those of us who are on the inside know that we constitute one great family and, after all, how can you have a family without family squabbles? Still, they too, have characteristics. Belloc certainly knew his Catholics and he says of them:

But Catholic men that live upon wine
Are deep in the water, and are frank and fine,
Wherever I travel I find it so
Benedicamus Domino.

There are the various groups whose indebtedness to the North Central Association I am to describe: the cultured and refined Protestant schools, the theocratic and self-effacing Jewish schools, if there are any, and of course, the roistering and rollicking and frisking Catholic schools.

I have found a way out but it will be acceptable to neither Protestants nor Catholics. Just as the Protestants declare their inter-denominational differences by a protesting unity—and you know against what they protest—so if you don't mind, I am talking for the church-related schools united under a common banner of being church-related, upholding formal religion and formal religious teaching and theology; and marching, if they advance at all as a solid group, against the omission of religious education and theology in the non-church-related schools. But the "great mother of them all," the North Central Association, has capacious arms and a vast encircling lap. Perhaps I should compare the North Central Association to the "Old Woman Who Lived in the Shoe," who, you will recall, was not lacking in ability, with reference to her children, "to whip them all roundly and send them to bed," which the North Central has certainly done to some of us.

I shall, therefore, fall back on New-

man's device. For him, the principle was fundamental in all education that theology is a branch of knowledge. While knowledge could justifiably be said to have an end and purpose for the sake of knowledge, it is, in the last analysis, only a means to an end. That end is God, Himself, and is a means towards attainment of God. For Newman, religious doctrine is knowledge in as full a sense as physics or chemistry or history or sociology are knowledge. For him, religious truth is only a portion of general knowledge. If theology is not taught in the schools, its province will not simply be neglected but will actually be usurped by other sciences. Upon these broad principles the church-related colleges can all stand and on them, they can all organize a program. They can all subscribe to the deductions: that religious education is education in at least as full a sense as non-religious education, but that religious education is necessarily a condition and a portion of general education; that religious education is the effective and influential environment of general education; and that, if religious education is not made the function of some schools, the other sciences will, in the words of Newman, "teach without warrant conclusions of their own in a subject matter which needs its own proper principles for its due formation and disposition."

Be it said to the honor and credit of the North Central Association that it has been able to integrate this thing into its own philosophy, into its own program, and into its administrative processes. All of this may seem simple to us today but we must remember that the North Central Association has half a century's history. During those five decades, there was many a controversy over the truisms of today. In both of the Commissions [the Commission on Secondary Schools and the

Commission on Colleges and Universities], sometimes parallel battles had to be fought, sometimes the battle was in one of the Commissions. Practically every phase of the problems of the church-related schools was subjected to searching, incisive, and profoundly critical analysis. I believe that that analysis was at all times sincere on the part of the Association; at least I can testify to its sincerity during the two-and-a-half decades of my contact with the Association and with the problems of church-related schools. Seldom, if ever, did the church-related schools present a solid front on educational questions even as they do not present such a solid front today and as undoubtedly they will not present a solid front in the days ahead; but the North Central did its honorable best to understand each phase of the front.

Under the old scheme of accreditation or evaluation, the church school fared rather badly. The literal adherence to standards, the over-emphasis on finance, the competition for endowments, these and many other phases of the old scheme were particularly difficult for the church-related schools; but when the new program went into effect, the philosophy of the institution came into its own and the day of the church-related college dawned in this Association.

As one turns back the hands of the clock for an understanding of today's situation, one cannot but appreciate the deep insight into the problems of this Association of Judd and Morgan and Babcock and Zook, and, no doubt, of many others whom it was not my privilege to know, men who saw the importance of a broad concept of education. We may debate whether education is life or a preparation for life, whether we had better think of it as achievement or as processes towards achievement; whether we should em-

phasize techniques or purposes in devising the processes of education; all of this is and must be and must continue to be a matter of controversy. But upon this point, the North Central Association no longer has any doubt that theology or religion may be taught in the university or college or high school; and if it is taught, it is a discipline which is there by right and reason and not merely by tolerance. In some North Central schools, theology is taught as a systematic science, dogmatic or historical; in others, as the theology of every day living, authoritarian or contingently ethical. All these various kinds of approaches to the fundamental problem of the introduction of religion into education have found approval as effective programs by the Board of Review of the North Central Association.

It is not for me in this place to justify all this; it is rather my function to emphasize the fact that it has been done. In the doing of it, the North Central Association has accepted the most diverse definitions of religion and of theology.

There are serious theoretical problems in this procedure. It was a struggle at times to accept the logic by which these procedures were formulated. But when the North Central Association laid it down as fundamental that a school will be judged by the intelligence and honesty with which it has formulated its objectives, by the strength with which it achieves those objectives, then the North Central Association set itself up as a judge less of the objectives than of the sincerity, the efficaciousness, and the thoroughness with which the objectives are being attained. Perhaps in this way it avoided many a systematic error and surely, many a theological controversy. In this way it permitted the schools of various denominations to

participate in a common technique for the achievement of institutional recognition.

I have already hinted at the procedure which the North Central Association adopted in all of this. It distinguished between religion or theology, on the one hand, both terms in their widest significance, and denominationalism, on the other. With such a distinction there is no offense to the self-consciousness of the institution belonging to this or that church. As a Catholic, I must insist that one religion cannot be as good as another, cannot be as true as another, cannot be true at all if it contradicts essentially a revealed dogma. But it is a far cry from the condemnation of a theological error to the condemnation of an individual. So, also, is it a far cry from the condemnation or approval of denominational teaching to the condemnation or approval of a particular institution or of its educational achievements under its denominational or religious inspirations.

It has been my good fortune as an examiner of colleges for this Association, to discuss religious viewpoints and religious motivations in the teaching of history and of dramatics, of English, of modern languages, of chemistry, physics and biology, astronomy and geology, during my many contacts with outstanding men and women in various church-related colleges and high schools. It was not difficult in such discussions to find common ground of interest and concern and solicitude. Many a time after such an interview, I felt myself healthily shrinking to zero significance and humbly acknowledging an unworthiness to be permitted to serve God in the sublime work of Christian education.

Our church-related colleges and secondary schools are indebted to the North Central Association first and

foremost for respecting the validity of religious education and of church relationships; secondly, for emphasizing that relationship as a principle of organization and efficacious administration; and thirdly, for making accessible to the youth of this land who are being educated in these church-related schools, all the benefits and privileges of school approval and accreditation. These church-related schools have felt more than other institutions, the stimulus towards excellence from the influence of the North Central Association. The Association did not create our greatness, but it recognized our greatness; it did not give us our foundation of religious truth but it acknowledged the soundness of religious truth as the basis of true education; the North Central Association did not give us the motives and drives towards our objectives, but it expressed its endorsing admiration of their dynamism.

These colleges and secondary schools are able today to face the world with untroubled calm because of the confidence which the endorsement of the North Central Association has produced in them and in the persons upon whose support and help these schools must lean. The church colleges too, through the approval of the North Central Association have become the training centers for the schools preparing for the great professions of medicine, law, *et cetera*, and if in these great professions there is still alive

today the inspiration and the enthusiasm of religious motivations, religious convictions, and religious purposes, all this must be traceable to the encouragement and the fearless initiative of the North Central Association. The North Central has pragmatically, even if not theoretically, solved the problem of the place of religion in education, in a democracy, and through its evaluating procedures it has been responsible for keeping religion as a safeguard of democracy.

And as a final thought, the church-related colleges are indebted to the North Central Association for aid in keeping the United States of America a God-fearing, ethical, fundamentally religious nation. Our people are a religious people who want their children and their children's children to be mindful ever of God as their Creator, as their Judge, as their all-loving Provider, as their eternal reward. The church related colleges with the churches themselves have kept alive these beliefs without which we should revert to the darkness of idolatry and of paganism. To this basic principle, the approval of the North Central Association and, in a measure, of the other accrediting agencies, has made a contribution that is beyond all human estimate. In reward, the church-related colleges can do nothing better than to pray for the continued life and activity of the North Central Association and of its huge and vast responsibilities for the youth of our land.

BUILDING ON PAST ACHIEVEMENTS¹

A. J. BRUMBAUGH

American Council on Education

THE implication of this subject is that past achievements provide the foundation for future developments. If we accept this interpretation, it seems logical that we should first examine the past achievements to see what kind of foundation we have upon which to build; then to examine the type of educational issues which, in the years that are ahead, will determine the future developments.

The greatest menace to education is the constant tendency for it to become encrusted in a fixed pattern. The effect of accrediting associations not infrequently is to fix and solidify the pattern of education—secondary or collegiate, liberal or professional. The North Central Association has not been entirely free from the charge of impeding education by arbitrarily prescribing the pattern to which it must conform. There was a time, not so long ago, when to be eligible for accreditation a higher institution was required to have a prescribed number of departments, each department headed by a staff member who held the Ph.D. Degree; a prescribed number of library books; and a prescribed minimum of endowment. The whole concept of what constituted a good educational institution was expressed largely in a prescribed and quantitative pattern. One of the greatest achievements of the North Central Association has been its acceptance of the point of view that the quality of an institution cannot be determined by its compliance with prescribed quantitative standards. The impact of this new point of view

adopted in 1934 has been felt throughout the United States. True, the use of pattern maps and thermometers in which the characteristics of an institution are expressed in percentile ranks or in temperature levels still gives the impression that the evaluative procedures are essentially quantitative in character. The fallacy of this conclusion lies in the fact that these quantitative devices are merely means of expressing graphically the judgments of qualified individuals on the fundamental question as to how effectively the institution is achieving its self-defined objectives.

The full significance of the change from qualitative to quantitative standards really becomes apparent only when one recognizes what this means to a secondary school or college. It means, first of all, the recognition of the individuality of the institution. It means even more because it imposes upon an institution the responsibility for demonstrating the individuality which it claims for itself. I am convinced that never in the history of higher education in the United States have college presidents and college faculties actually given as much thought to the objectives and the differentiating characteristics of their respective institutions as they have during the past ten years. In some instances the search for objectives has not been as rational as might have been desired. A few college presidents and deans have composed nice-sounding statements of purpose, and have printed them in their catalogs, with the expectation that faculty members would read and accept them. On the whole, however, the colleges and universities have

¹ This is the fourth in the series of addresses delivered at the Fiftieth Anniversary Dinner of the Association, March 28, 1946.

adopted sound procedures to clarify their goals and to shape their educational programs accordingly.

The acceptance of the new point of view in accreditation has also provided for a high degree of flexibility. Administratively, educational programs may be organized into upper or lower divisions; junior colleges, senior colleges, and graduate schools; or into subject-matter divisions that either minimize or completely disregard departmentalization. One institution may adopt a program of general education which embodies the ideas of the Great Books; another institution may build its program of general education on the philosophy that students should be prepared by first-hand experience for the practical needs inherent in living effectively in a democratic society. One institution emphasizes specialization in the junior and senior years; another minimizes such specialization. It matters not what the plan of administrative organization, or the pattern of curriculum, or the plan of instruction may be, so long as the institution is doing well what it professes to do. It is not necessary that I multiply illustrations of the advantages attached to the new accreditation procedures. The institutions that have long been members of the Association are familiar with these advantages, because they studied the plan before it was adopted. Those who have recently been admitted to membership recognize the advantages of the plan, because they have experienced its operation.

The most important point, and one that must never be lost sight of, is the provision for the continuing examination and modification of the policies and procedures employed in accreditation. If at any time the Association ceases to examine these procedures, if it assumes that there is no possibility of their further improvement, both secondary and higher education through-

out this whole area will once more be placed in jeopardy of stagnation.

Also inherent in the new accrediting procedures is the assistance to the improvement of education that is provided through special studies and consultations. In my present work I have occasion practically every week to refer to one or another of the North Central Studies for information bearing on questions raised by educators or by governmental officials. Teaching loads, requirements for degrees, salary scales, criteria for selective admission, plans for evaluating faculty competence, retirement plans, plans for new buildings, investment policies, curriculum reorganization, counseling services—these are only a few of the topics about which we receive repeated inquiries. It is surprising how little objective and reliable information is available in many of these areas. I may say, to the credit of the North Central Association, that its studies are among the most fruitful sources of information that are available. The Commissions of the Association, by stimulating institutions to examine themselves and to compare themselves with other institutions of their type, have advanced far beyond the usual point of view in accreditation.

The bondage of education to fixed patterns is only one of the barriers to educational progress with which the Association has dealt quite effectively. A second is the invasion of education by selfish political or civic groups. Governors have endeavored to convert educational institutions into political instruments. Boards of trustees have undertaken to control the curricula and methods of instruction to satisfy their personal biases. Groups of citizens in cities or local districts have sought tax reductions at the expense of the schools. Militant civic groups have taken it upon themselves to free the schools from Communism and radical-

ism. The Association has consistently attacked these unwarranted invasions of education—invasions which if left to run their courses would impair, even ruin, the schools. I do not mean to say that these evils have been completely eradicated. But the Association is looked to by education as a protective agent, and is regarded as a formidable foe by those who would use education—public or private—to their own purposes.

A third important achievement of the Association is the spirit of understanding and cooperation that it has established. Owing to historical conditions that need not be reviewed here, high school administrators have regarded the colleges and universities as narrow in their educational perspective and as dictatorial in their attitude. The college and university administrators have looked upon the secondary schools as tending to subordinate the academic to the vocational, and so to dilute their educational programs as to prejudice the standards of good scholarship. Some college administrators, moreover, have viewed the junior college as an interloper—a hybrid that embodies the least desirable qualities of both secondary and higher education. But brought together in the Association's committees and Commissions, college and high school representatives have come to respect one another and each to understand the other's point of view. In fact, this mutual understanding and respect is heightened by the opportunities afforded in the privacy of committee rooms for a frank exchange of opinion. I count among my closest friends some of you with whom, in days gone by, I have argued heatedly over matters of budget and policy.

The abandonment of restrictive quantitative standards, the provision of positive leadership through special studies and consultation, the protection of education from invasion by

selfish interests, the development of understanding and cooperation among educators—these are some of the past achievements upon which the Association must continue to build.

How well the Association will continue to build, and along what lines it will build, depends largely on the sensitivity and foresight of its leaders. You, who today hold the positions of leadership, are heirs not only to these commendable achievements, but also to much unfinished business in education. Merely to review a few of the issues that will demand your early consideration may help to emphasize the fact that this Association still has important services to render

First, the Association has attached great weight to higher degrees as an index of scholarly competence prerequisite to teaching in the schools and colleges. But the programs of graduate study leading to higher degrees bear little relationship to the kind of preparation required in the positions to which the degrees are prerequisite. For example, the trend in junior colleges and in colleges of arts and science is toward general education. But the emphasis in graduate programs continues to be placed on narrow specialization. In fact, our graduate schools proceed on the unwarranted assumption that all graduate students are destined for scholarly research, when we know full well that approximately two-thirds of them will teach. One of the greatest deterrents to the development of programs of general education is the difficulty that administrators of junior colleges and liberal arts colleges have in finding teachers whose training is sufficiently broad to enable them to participate effectively in such programs. Moreover, as a result of the growing demand for graduate instruction and for graduate degrees, an increasing number of colleges are offering a sort of pseudo-graduate course for

which they are granting the master's degree. This movement may be regarded as a protest against the narrowly-specialized research emphasis in the graduate schools, but it also jeopardizes the quality of graduate instruction. Here then is a dual problem—adapting the requirements for higher degrees to the demand for the positions predominately held by masters and doctors, and at the same time safeguarding the respectability of these degrees. Perhaps we are rapidly approaching the time when we shall give less consideration to the number and types of degrees held by an individual, and more consideration to his competence as demonstrated by other indices of achievement. In fact, there has developed as a by-product of the war a situation which will compel us to give more consideration to new types of indices and of credentials. Owing to the policies adopted by Selective Service, the flow of well prepared graduate students into high school and college teaching positions has been reduced to a mere trickle, just when student enrollments are approaching high tide. The great shortage of teachers will inevitably lead to the employment of individuals who lack the usual badge of academic respectability. What criteria in lieu of degrees will the Association employ to safeguard the quality of instruction, and at the same time to recognize the necessity of waiving some of the established requirements for teaching?

Second, both secondary and higher education are confronted with the problem of developing new measures of academic achievement. Grades, grade points, high school units, semester hours, and records of class attendance constitute a neat pattern for educational bookkeeping. But they are obstacles that impede the development of practices consonant with our evolving educational philosophy, and with

new methods of measuring achievement. Certainly we have reached the point where we can define the kinds of knowledge, understandings, abilities, and skills of which an individual should have command when he graduates from high school, from junior college, or from a liberal arts college. We have also reached the point in the development of methods of measuring achievement where we can devise and use instruments that far surpass teachers' marks in reliability and validity. Here is an issue that demands forthright cooperative leadership by the representatives of the secondary schools and the colleges. The interests of secondary and higher institutions in this problem are so interwoven that neither can go far without the support of the other in promoting the use of new means of measuring achievement. We have made a small beginning along this line in evaluating the educational experiences of servicemen, but we are in grave danger of looking upon this beginning as merely an emergency concession and of continuing to follow the conventional pattern when the emergency ends.

Third, the Association's liberal policy with reference to types of institutions and plans of administrative organization will really be put to a crucial test in the near future. The four-year junior college, combining the last two years of secondary school and the first two years of college, has already been given membership status. The University Study Centers abroad, while not accredited, are nevertheless recognized as giving instruction worthy of acceptance in fields related to the programs of the various types of institutions in the Association. But there are still other types of institutions appearing on the horizon. Right now we have a deluge of veterans in our schools and colleges. Educational facilities are being taxed to their capacity. Yet there is a growing backlog of students—veterans and

current high school graduates—who seek, even demand, the opportunity to continue their education. Unusual measures to meet the situation promptly are required now. Some high schools in cooperation with higher institutions are offering, or plan to offer, instruction beyond the 12th grade. Some colleges and universities offer, or plan to offer, instruction below the freshman level. Some colleges and universities have established, or plan to establish, branches in deactivated military installations. Some new institutions—junior colleges, technical institutes, and vocational schools—are being established. And it may be expected that a variety of other plans and programs will be devised. Shall the courses offered beyond the 12th grade in high school be considered as post-graduate high school work, or as freshman college work? Shall the branches of colleges and universities be treated as integral parts of the fostering parent institution, or shall they be regarded as new institutions? Shall technical institutes above the high school level be referred to the Engineers' Council for Professional Development for accreditation? What steps will or can the Association take to check the rise of fly-by-night institutions whose chief purpose it is to relieve veterans of their educational allowances?

Fourth, still another type of situation, not new but continuously threatening to take on alarming proportions, is professionalism in interscholastic sports. It is disturbing indeed to hear that special corporations for handling athletic funds, and for subsidizing athletes, are being formed in some sections of the country; that institutions within the territory of this Association are setting out to develop outstanding football teams, and frankly state that they can achieve this purpose only by subsidizing athletes. There is grave danger

that both the high schools and the colleges will be parties to an upsurge of athletics that will overshadow the real purposes of these institutions. The very mention of this subject creates an uneasiness on the part of those who have dealt with it in the past. We still have vivid memories of special investigations that revealed nothing, while at the same time conversations in hotel lobbies indicated that all was not well. The surest way for the Association to lose the respect of its members, and of the public, is to evade a situation that threatens so directly the educational values which the Association professes to safeguard.

From these few examples, it is clear that the transition from fixed patterns and quantitative standards to qualitative evaluation, to which the Association has devoted its efforts for more than a decade, is still far from finished. The adoption of objective and comprehensive measures of achievement in lieu of vague items of educational book-keeping that have a variety of meanings or no meaning at all; the modification of requirements for advanced degrees and the development of new criteria for evaluating competence to teach in the secondary schools or colleges; the evaluation of new types of educational institutions, while at the same time protecting the public against educational imposters; the protection of true education against the invasion of commercialized professional activities—these represent some of the opportunities for building on past achievement. I have every reason to believe that the history of the Association which is now in the making will be as significant as is the history which we credit to the distinguished leaders of the past, and that the Association will continue to exert an outstanding influence not only in the Middle West, but throughout the nation.

COLLEGE EDUCATION IN CHINA—ITS PAST AND FUTURE¹

CHEN PING-CHUAN

University of Canton

I AM certainly pleased and highly honored by this opportunity to be present here, to meet this group of distinguished educators, and to exchange ideas with you.

The history of modern higher education in China began in 1862 when the TUN-WEN-KWAN was established in Peking for the training of diplomatic personnel. Later, a School of Western Culture, known as HSI-HSUEH-HSUECH-TANG was opened in Tientsin. Similar schools were also established in the more progressive provinces. These schools were established merely to introduce Western Culture.

After the founding of the Chinese Republic in 1912, the system of higher education was revised. Higher education then included universities, colleges, and technical institutions. Further improvements were made by the Ministry of Education from time to time, and foreign missionaries also began to take an important role in Chinese college education. The number of colleges and students gradually increased, and, by 1937, 108 universities and colleges were established. After the war broke out with Japan, the number declined temporarily to ninety-one.

Despite the many hardships which both the university and students had to face, the work was carried on with utmost difficulty during the war, and the number of schools was even increased. Thus, in 1943, the total number of universities and colleges registered with the Ministry of Education reached 133.

Briefly, the Chinese system of education follows largely the European system, with six years of primary school and six years of high school, three years corresponding to your junior high school, and three years of senior high school. A college degree requires four years of residence. At present only a handful of universities and colleges have graduate schools. But we are looking forward to improving the system so as to suit the national need for more trained scientists and teachers. The new trend seems to add to the university faculties more returned Chinese students who have done graduate work in Europe and in America.

Now I should like to elaborate on China's aspirations in the field of education.

The educational institutions in China desire to cooperate in building a new democratic social order through the process of popular education. Their aim is to bring harmony to all classes politically, economically, and socially. Thus, in China's Draft Constitution which will be adopted in May, we find this provision:

The educational aim of the Republic of China shall be to develop a national spirit, to cultivate a national morality, to train the people for self-government and to increase their ability to earn a livelihood, and thereby to build a sound and healthy body of citizens.

Education in China then, to borrow the words of W. H. Kilpatrick in *The Educational Frontier*, is "a way of life in which shared intelligence is consciously applied to the best attainable direction of life's common affairs." China's educational program undertakes to train the students both aca-

¹ Delivered before the Commission on Colleges and Universities, in Chicago, March 27, 1946.

demically and morally so as to achieve the highest ideals of society.

More nearly in America than elsewhere in the world, democracy in its impact on education has meant equality of educational opportunity. But this is equally true in China. This equality of opportunity of education is safeguarded by certain provisions in China's Constitution. For instance, "Children between six and twelve years old shall receive elementary education free of tuition." All persons over school age who have not received an elementary education shall receive supplementary education free of tuition. Another clause provides that "education appropriations shall constitute no less than 15 per cent of the total amount of the budget of the central government, and no less than 30 per cent of the total amount of the provincial, district and municipal budgets respectively." Although these provisions have not actually been put into effect owing to political or military reasons, yet the spirit to guide China into full educational development is clear and evident.

The traditional love of wisdom by the Chinese people has been generously quoted by Western people. From the time of Confucius, the love of wisdom has been crystallized into a form of education. Education for the Chinese means precisely the forming of the *Chun-Tzu* meaning the "perfect man." Nor did the Chinese corrupt the idea of man, reducing him merely to his material elements, as so many moderns have done. The classical notion of man has been *WAN-WU-CHIH-LING*, "The being who is distinguished among others by his soul." Hence Chinese education produced the Chinese gentleman with his philosophical outlook on life, his appreciation of nature. Education in China, therefore, has emphasized the humanities, human develop-

ment, and personal adjustment, as Confucius taught in his analects: "In order to achieve peace in the world, one must govern his own country well. In order to govern his country well, he must first achieve harmony within his own family. In order to have harmony within his family, he must first rectify his own heart."

This philosophy of education constituted the center of China's educational aim for centuries. The provisions in the Chinese Constitution regarding education are but another expression of the old tradition. Thirty-four years after the establishment of the Chinese Republic, this philosophy has not been diverted nor neglected despite the unprecedented calamities of war and disaster.

College education in China has begun another new trend as a result of the war with Japan. Realizing that China is backward in technology, students are today more inclined to study applied sciences in addition to the liberal arts. Thus, a greater number of students are going abroad to study and are enrolling in scientific courses rather than in other fields of learning.

During the war, students who majored in applied sciences have been borrowed by the government before they were graduated, and the practical experience which they gained in the various practical fields has constituted part of their curriculum. As in wartime United States, colleges in China have offered special courses in engineering, aviation, economics, social work, nursing education, military training and so forth. A great number of Chinese college students have been engaged in war work, serving the people as advisers, as high school teachers, and intelligence liaison officers in the Chinese and Allied armies. Indeed, they have done their part in the war and they certainly deserve attention now.

As a member of the United Nations, China must popularly educate her people so as to assist them to realize the value and meaning of world peace. China needs an effective system of international cooperation in education so as to work hand in hand with the other nations to attain world peace. For the preliminary period, at least the number of exchange professors, technical personnel, and students must be increased. China is ready to do everything possible to aid her people toward a better understanding among nations. As for Chinese educators, they must first realize that the basic factor of international co-operation lies in the training of their own people in accordance with the aims of education.

But Chinese educators have other difficulties to face. While the government is busy in many phases of national reconstruction, private institu-

tions must undergo a more serious task of reinstatement. Thus, the University of Canton will have to rebuild the university buildings destroyed by enemy bombardments. Books will have to be secured in order to equip the young scholars; old members of the faculties will have to be protected and new members be added in order to strengthen the University. These are but a few of the many difficult tasks to be accomplished. While we are trying our best to make the University function again, we are ready to offer our own unique contributions to learning in exchange for those of western culture.

Cultural relations, therefore, must provide for the peoples of all nations a free highway of international co-operation in education. We look to America not only for inspiration in many fields of learning but also for help in forming our "perfect man."

NEW WAYS TO UNCHANGING VALUES¹

WILFRED M. MALLON, S.J.

St. Louis, Missouri

VERY specific instructions have been given to me for this report. Dr. Seaton, as you know, generously carried on the business of the Secretary's office while Dr. Russell "vacationed" in France. In the course of that time the Board of Review arranged this program. The amiable President Emeritus of Albion transmitted to me his feeling and that of the Board when he requested me to speak for the Committee on Post-War Education. He laid down two prescriptions: what I was not to talk about and what I was to talk about. I was not to talk about post-war education, and I was to talk about half an hour.

This paper is in the nature of an abbreviated summary of the "unspeakable" committee's report, which will appear in the April issue of the *QUARTERLY*² and has already been distributed in preprint form. I shall single out for comment only currently significant findings of the total report, particularly those which point to new attitudes and procedures in the era we face. The basis of the information at hand consists of the questionnaire returns from members of this association and the series of state conferences sponsored by the North Central Association and the U. S. Office of Education. In reporting new ways to unchanging views, I am aware of the fact that thinking may have changed in some details since the study was completed. I believe it was Robert Louis Stevenson who said, "The shadow lies broad upon the

ground at noon, but let a man set himself to mark out the boundary with cords and pegs, and long ere he has made the circuit, the whole figure will have changed." Educational thinking concerning details is only somewhat sensitive to the impact of immediate things.

In facing the era that lies ahead the most significant factor is the frame of the educator's mind. This study reveals that mind to be intelligent, open, cautious, and marked by concern for academic standards. In all but one or two areas of the study it is clear that from the stress and struggle of the past few years there have emerged more liberalism, wise caution, and determined academic integrity. These three, like the basic threads of a tapestry, run through the thinking of the college administrator facing the new era. I don't know any triumvirate of virtues that could be more reassuring. Higher education faces the years ahead with an open mind, with a cautious sense of values, and with its two feet firmly planted on solid academic ground.

LIBERAL ARTS OBJECTIVES

There is little evidence that we are changing our values, but we are certainly facing new ways to them with hazy notions about what those values are. We are exposed, therefore, to defeated ends by adopting procedures and means to other ends. Some two-thirds of the institutions in this Association appear to be either uncertain about their liberal arts objectives or definitely dissatisfied with them. That in itself is rather a wholesome condition.

¹ Delivered before the Commission on Colleges and Universities in Chicago, March 27, 1946.

² NORTH CENTRAL ASSOCIATION QUARTERLY, XX (April, 1946), 301-35.

On the other hand, the facts that there are such irreconcilable differences of objectives and that so little is being done to clarify objectives make the current situation unwholesome.

The clarification of liberal arts objectives constitutes one of the very critical problems we face on the threshold of the new era. Statements of purposes submitted by administrators revealed little agreement and they included every conceivable thing that might possibly be placed in every existing category of education or training. It is true that some three-fourths of the institutions which are dissatisfied with or uncertain about their objectives state that they are now reconsidering them, but 80 percent of those which are satisfied also say that. In only three or four instances did institutions feel prepared to describe their procedure toward clarification of objectives or have any materials to submit. It is obvious that the war years effected some changes of thinking concerning liberal arts objectives. Many say that their views have changed, but more than half state clearly that during the war years their thinking concerning liberal arts objectives underwent no change. We may reasonably assume that the new era will not give birth to any radically different ideas about liberal education. I believe, however, that I voice the opinion of this Committee in saying that one of the largest handicaps to an intelligent facing of the era before us lies in the lack of clarity of ends we wish to attain.

COLLEGE ENTRANCE

The pendulum has swung again, this time away from the diploma or certificate of high school credit as the criterion of admission to college and in the direction of individual measurement. We feel that the trend is a correct one. So far as the traditional requirement of

high school graduation is concerned, more than a third of the 194 institutions replying said they would continue to admit nongraduates of high schools, another third said they would probably do so, and only 15 percent were willing to state that they would continue or revert to high school graduation as a college entrance requirement. As a matter of fact, the small number which will insist on high school graduation is made up almost exclusively of junior colleges, teachers colleges, and small denominational colleges.

Admission, however, will rarely be automatic on the completion of less than the full high school program. All but seven institutions state that they will set qualitative standards, and four of those seven give prohibiting state laws as their reasons.

Admission of nongraduates will clearly be on an individual basis, which will probably apply very largely to all students admitted. Three-fourths of the institutions feel that rank in the high school class should be an important factor, but many institutions put that rank as low as merely the top half or the two two-thirds of the class. Approximately two-thirds say they will use the recommendation of the high school principal for such admissions, but a fair number say definitely that they will not depend on such recommendations, commenting that "sometimes they are not reliable." It is apparently a college admission testing program which will be used universally, since only three institutions out of the total group say they are uncertain about adoption of such measures for the admission of nongraduates. There definitely will not be a chronological age limitation applied for these younger students. Only 7 percent of the institutions think there should be such a limitation, but about 80 percent clearly say there should be no such limitation.

But a new criterion does enter the admission picture. It is a further indication of a trend not only toward individual treatment from an academic point of view, but toward consideration of the total person. Approximately one-half of the institutions which say they will continue to admit nongraduates state that they will set limitations with reference to social maturity, and a third will set such limitations with reference to physical maturity. The new criterion of maturity creates a critical need of development of measures of that criterion, and there are none just around the corner. Most of the institutions merely expect to use interviews, recommendations, content, and psychological tests. Only five even mention social maturity scales. But many simply say, "We need help."

College admissions in the new era will be clearly on the basis of individual preparation and readiness for college and that is the way of sanity. But the trend brings with it problems that must be faced. The current confusion and lack of policy is harrowing to both college and high school. It invites abuses. It makes critical the problems of wide differences among states in requirements for high school graduation and of outmoded insistence upon the high school diploma. The inadequacy of measures of college readiness and the absence of guiding norms call for widespread experimentation and research. All we are sure of is this: the college applicant of the new era will have to stand on his own metal as an individual; and the college will have to stumble and experiment for a few years to discover means to measure him.

PROGRAM OF STUDIES

The liberal arts college of the new era will maintain its balance. There is no trend to decrease the proportion of faculty members devoted to the hu-

manities, nor is there any evidence of a stampede in the direction of technological or vocational training. On the other hand, the stronger technological schools of the territory are markedly increasing the liberal arts content of their programs. Only 18 percent of the institutions reporting definitely plan new degrees of a vocational or professional nature. These are limited almost entirely to teachers colleges and to municipal and state tax-supported colleges and universities that formerly operated similar programs.

But still, the liberal arts college of the new era will be quite a different institution so far as specific content, organization of content, and procedures are concerned. Most conspicuous among the changes will be the breakdown of departmentalism. This change will reflect itself in three ways: the reorganization of the faculty along divisional lines; expanded offerings in divisional rather than departmental courses; and widespread provision for goal majors, topical majors, and a great variety of integrated fields of concentration which break down departmental lines. The trend is strong—some two-thirds of the liberal arts colleges definitely speak of increasing the non-departmental courses—and it is a wholesome trend to eliminate the fragmentariness of college education. However, the mere elimination of departmental lines will not necessarily improve liberal education unless supplemented by intelligent and effective collaboration.

A second very marked change, it appears, will take place in the lower division of the college. The trend is clearly in the direction of a prescribed program, made up to great extent of non-departmental courses covering the broad general fields of knowledge. More than 40 percent of the liberal arts colleges on which this study is based in-

licated greater limitation of general education to the lower division and prescription of courses constructed along divisional lines.

New areas of instruction will appear—have already appeared—in the college of the new era. Latin American studies, gradually expanding during the past ten years, are reported by 69 percent of the colleges for the new era. Close behind come geography, Far Eastern studies, and such practical courses as family life, marriage, earning a living, etc.

And, finally, there will be new and vastly increased uses of examinations. Only 9 percent of the colleges ventured to say there would not be increased use. Of the total number of institutions reporting, 42 percent said examinations would be used to give credit for knowledge secured outside of class; 39 percent said they would be given to waive requirements; 33 percent said that they would be used to determine credit for courses taken, regardless of class attendance; 27 percent expect to use them to check realization of objectives regardless of class attendance; and 20 percent to measure qualifications for degrees, regardless of courses passed. This step constitutes something of a minor revolution in the college. It presages a vast increase in the measurement field, but one wonders if there is at present available to the colleges a sufficient supply of expert examiners to warrant so rapid a move.

PERSONNEL SERVICES

Logically, considering the increased individualization of admissions, the college will vastly increase its personnel service. Almost 90 percent of the institutions reporting expect to place new emphasis on diagnosis of vocational potentialities; three-fourths hope to increase course and counselling provisions to help students form a philoso-

phy of life; 70 percent plan increased health service facilities; and just less than one-half look forward to providing for mental health in the form of psychiatric service. In view of the very large percentages of colleges reporting these increases, one may reasonably conclude that there is more unanimity about need of improvement of personnel service than there is about any other type of service provided in the college. Again, the shortage of trained and experienced personnel in this area, particularly in psychiatry, may recommend less hasty steps.

COMMUNITY RELATIONSHIPS

The college of tomorrow will clearly feel a greater responsibility for service to its community, but it is not so clear that the college will know what to do to make that service effective. Whereas 77 percent feel greater responsibility, only 50 percent say they are doing anything to meet it. It appears that most effort will take the form of attempting to provide training programs for public service. Some 50 percent of the institutions reporting expect to do something in that way, such as commencing a School of Citizenship, establishing a Division of Public Administration, stressing public service. Approximately fifteen institutions have already set up or have plans elaborated to set up what appear to be desirable public service training programs. It may be hoped that the college of the new era will gradually cease to be so largely a cloistered tower and that America can expect public servants trained for service as a consequence.

BUILDING PROGRAMS

The college of tomorrow will be a much bigger institution than her sister of today. Building plans are all but limitless. Only 9 percent of the institutions reporting did not plan new build-

ings. It appears to be a safe estimate to say that North Central colleges and universities expect to erect more than half a billion dollars' worth of buildings in the next few years. This fact led the committee members to two convictions. First, that the institutions concerned were planning very much greater expansion in buildings than they were in faculties, and it wondered if excessive building may not leave serious and lasting effects upon some institutions. Second, that, since most of this building is inevitable, this Association might well establish an advisory or consultative service to assist member institutions to build wisely and economically. This proposal becomes the more significant in view of the fact that buildings for the same purposes, such as dormitories, classroom buildings, science buildings, libraries, auditoriums, gymnasiums, etc., are in the planning of dozens or hundreds of colleges.

ATHLETICS

It was only in the area of intercollegiate athletics that, far and wide, college administrators appeared to be going backward instead of forward. The numbers of institutions having intercollegiate athletic programs in baseball, basketball, football, and track, at least so it appeared a year ago, may be expected to show no decrease. Though many institutions look forward to increased emphasis on intra-mural sports and health objectives in their athletic programs in others the worst features of earlier years are already commencing to show themselves. Further hope may be drawn from the intelligent discussions aroused by the action of some few

colleges and universities within this year. However, at the moment it appears that the college of the new era will place no less emphasis on stadia and fullbacks than did the college of the old. The members of this Committee could not but wonder if the athletic plans of many administrators were rooted in the convictions of themselves and their faculties.

It appears safe to conclude that the college of the new era will not differ radically from that of the old. It will seek to individualize the human person and to reintegrate the unnaturally disparate planets of knowledge into an organized solar system. Its major values, vague and unexpressible as they may be, remain changeless; but there will be new ways of reaching those ends. To hasten the training of a nation at war, the convictions of the college have been strong enough to withstand innovations, but its liberalism has been broad enough to choose from among those procedures the ones which contribute to educating a nation at peace. As there will be individualism within the college, I am inclined to think the uniform pattern of college education will be less common. There will be more effort to attain ends; less to use formalized means. In fact, all the trends, with the sole exception of that in athletics, are in the direction in which most of us feel a better education lies. Progress will be slowed by the current "battle of the bulge." But we shall survive it. I have confidence in the intelligence of higher education's leadership which leaves me with the feeling that higher education has come closer to maturity in America.

ACCREDITATION OF MILITARY EXPERIENCE¹

A. J. BRUMBAUGH

American Council on Education

WE HAVE now had more than four years of experience in dealing with the educational problems associated with a nation at war. From these experiences certain basic concepts have been derived. Among them are the following:

1. That the granting of blanket credit for military service or for educational experiences gained in the armed forces is unsound.

2. That some phases of military training and experience contribute to educational achievement that can be measured or can be expressed in terms of credit.

3. That some off-duty experiences of members of the armed forces contribute to educational achievement that merits recognition.

4. That the responsibility for determining how educational achievement shall be evaluated and accredited rests with the schools and colleges and the civilian educational agencies that represent their interests.

5. That some of the most significant educational achievements of servicemen and women cannot be expressed in the usual academic terms of credits or semester hours. Therefore new methods of measuring achievement must be employed or the achievement will go unrecognized.

6. That the policies adopted by the schools and colleges must be consistent in order that veterans may receive just treatment and that sound educational standards may be maintained.

7. That it devolves upon the regional and national educational associations to aid the schools and colleges in the establishment of sound policies.

These conclusions have evolved from the collective experience and thinking of educators. They have emerged in a time sequence that was determined largely by the exigencies of the war. It will perhaps help us to understand the reasons for the establishment of the accreditation services to be described later in this paper if we trace briefly the successive stages in the development of

the conclusions that have just been presented, and of the procedures designed to give them practical expression.

Quite early in the war we decided not to repeat the mistakes of granting blanket credit for war service, which was the universal practice after World War I. Those whose memories reached back to World War I recalled all too vividly the disappointments of men who were advanced on the basis of blanket credit to a stage in their educational careers at which they were wholly incompetent to meet the demands of their programs. The remembrance of spurious credits and bogus diplomas was argument enough to prevent a repetition of that procedure. Statements from regional and national associations advising against blanket credit were promptly endorsed by the schools and colleges.

But to decide what not to do affords little help to those who are confronted by a new situation that requires positive action. Hardly had educators agreed not to allow blanket credit when it became apparent that a constructive policy was called for. The armed forces, through the Institute established at Madison, were encouraging service men and women to continue their education by correspondence courses, by self-directed study, or by participating in off-duty study groups. One of the first questions asked by those who enrolled in the courses of the United States Armed Forces Institute was, quite naturally, "Will they be accepted by the high schools or colleges in fulfillment of diploma or degree requirements?" Likewise the men who

¹ Delivered before the Commission on Colleges and Universities in Chicago, March 27, 1946.

completed formal training courses in the several branches of the armed forces, also began to inquire what recognition, if any, would be given for this training. Then, too, some servicemen looked far enough ahead in making their educational plans to ask their schools or colleges for advice about the courses they should take while in the service. These inquiries couldn't be answered very satisfactorily by merely saying, "We will not allow blanket credit."

The next step in the evolution of the accrediting policies was, then, the formulation of positive statements to guide school and college administrators. The North Central Association was one of the first organizations to formulate a statement of policy for the guidance of its member institutions. I need not repeat the statement which was adopted by the Executive Committee on January 12, 1942. In substance it endorsed the policy of granting college credit not to exceed one-half semester for the completion of basic training courses, with the suggestion that the credit be assigned to physical education, hygiene, military training, or electives. It urged that students be given classification in secondary school or college appropriate to their demonstrated intellectual maturity and achievement as measured by examination. It also urged that students be given an opportunity to demonstrate by examinations achievements in their respective fields of specialization or concentration.

Shortly after the North Central Association issued this statement of policy the American Council on Education called a meeting of a special committee to consider alternatives to the granting of blanket credit. This committee recommended:

"That success in the Army correspondence courses be appraised in terms of skills, attitudes, and knowl-

edge achieved by the students; that the Army Institute provide opportunity for soldiers, not registered in courses, but who have comparable training experience, to take the appraisal tests and to receive proficiency ratings if they achieve a satisfactory standing in such tests; and that carefully constructed appraisal tests be used to determine the educational significance of skills acquired through varied types of war experience."

The proposal was approved by the Joint Army-Navy Committee on Welfare and Recreation, and was transmitted to Brig. Gen. Frederick H. Osborn, Director, Special Service Division, Services of Supply, United States Army. Gen. Osborn concurred in the recommendation and authorized the appointment of a subcommittee to be responsible for the development of appropriate tests and examinations. We are all familiar with the G.E.D., end-of-course, and subject tests that were produced. Representatives of the regional accrediting associations, in a special meeting called by the American Council on Education on May 28, 1943, endorsed the USAFI educational program and the plans for measuring achievement that were recommended by the American Council on Education and endorsed by the Joint Army-Navy Committee on Welfare and Recreation.

To facilitate further the adoption by schools and by higher institutions of policies and procedures embodying the plans just reviewed, the American Council on Education published *Sound Educational Credit for Military Experience*, and the National Association of Secondary-School Principals published *Secondary School Credit for Educational Experience in Military Service*.

The policies and procedures presented in these publications were also endorsed by the regional accrediting associations.

But educators didn't have much time to ponder over statements of this kind. The urgent problems growing out of the war emergency claimed their attention. It soon became apparent from inquiries addressed to the American Council on Education, the regional accrediting associations, the American Association of Collegiate Registrars, and the National Association of Secondary-School Principals, both by servicemen and by educators, that some institutions were floundering in their attempts to work out their own procedures embodying the recommended policies. It was also apparent that some were not giving immediate consideration to the problem. To promote further the adoption of policies and the development of appropriate procedures, particularly by higher institutions, the American Council on Education arranged for the services of Thomas N. Barrows, then president of Lawrence College, to hold conferences and to advise with administrative officers throughout the country. President Barrows made three extensive trips, and held conferences with representatives of more than three hundred colleges and universities. All of these efforts—statements by the regional and national associations, conferences of representatives from higher institutions, meetings of state school officers, and conferences of public school administrators—led a considerable number of schools and colleges to accept the policies that were recommended.

Concurrently with the development and adoption of policies for recognizing educational experience gained in the armed services, and with the development of plans for administering various types of examinations through the USAFI, there was also inaugurated in USAFI a central clearing agency of accreditation. The directive providing for the establishment of this accreditation

service clearly stated that the agency had no authority either to grant or to recommend credit to service personnel or to civilian educational institutions. Its chief functions were to assemble and prepare upon request complete practical information about the training, experience, and educational achievement of men and women serving in the armed forces, and to transmit that information in the form of an official report to the high schools and colleges. Special forms and procedures necessary for the effective operation of this service were designed and were widely publicized.

Even before some of the schools and colleges had adopted policies regarding credit for military educational experience, principals, registrars, and deans began to receive their first requests for credit based on the records and credentials supplied by USAFI. These records were unfamiliar—they contained lists of formal training courses that had been completed; they contained scores made on general educational development tests and on end-of-course examinations; they contained the rating that had been achieved—how could or how should these be evaluated? Requests for help went by letter, wire, and telephone to the officers of the regional and national associations. It was soon obvious that the adoption of policies and the establishment of procedures for routing pertinent data from USAFI to the schools and colleges was not enough.

Here again the North Central Association came forward with a constructive proposal. I believe it was the Committee on Credit for Military Educational Experience of this Association that first suggested the preparation of a handbook or manual that would describe the USAFI examinations and the USAFI correspondence courses that would contain recommendations as to the basis for awarding credit by examinations, and that would include

a description of the formal training courses of the armed services with recommendations as to the high school or college credit that might appropriately be granted. I need not review in detail what followed by way of the preparation of the *Guide to the Evaluation of Educational Experiences in the Armed Services*, under the able direction of Mr. G. P. Tuttle. Descriptions of about two thousand courses have now been prepared. The volume amounts to approximately one thousand five hundred loose-leaf pages, and around seventeen thousand copies have been distributed to Educational Officers in the armed forces, while seven thousand copies have gone to civilian educational institutions. According to the U. S. Office of Education Directory, there are in round numbers twenty-five thousand accredited high schools and one thousand seven hundred institutions of higher education in the United States. There must, therefore, still be a large number of schools that do not have copies of the *Guide*. This conclusion is confirmed by letters which we receive and which other organizations receive, asking for advice as to how to proceed to evaluate records of military service.

We in the Council assumed that the preparation of the *Guide* would conclude our activities in the area of evaluating military educational experience, but we were mistaken in this assumption. From data presented in the *Guide to Colleges, Universities, and Professional Schools in the United States*, edited for the Council by Dr. Carter V. Good, of the University of Cincinnati, we discovered that while a majority of the colleges and universities have adopted policies for granting credit for achievement demonstrated by examinations or for military training programs, an impressive number still have postponed action. To be specific,

an analysis of the policies reported by six hundred colleges and universities showed that:

80 percent of the higher institutions will admit by examination veterans who have not completed secondary school.

90 percent will allow credit for training in formal service courses and schools in the armed forces.

85 percent will grant credit for correspondence courses taken by veterans through the U. S. Armed Forces Institute.

53 percent will grant credit for competence demonstrated by the General Educational Development Examination, even though the veteran has taken no courses in the fields covered by the examination.

60 percent will allow credit for educational competence demonstrated by examinations, other than the General Educational Development Examination, by the institutions themselves.

It seemed clear that some type of advisory service was needed to help higher institutions that had not already done so to arrive at sound policies and procedures. While we had no precise data about the secondary schools, reports from various sources indicated that a number of the state boards of education had announced no policy about granting high school credit, or certificates, or diplomas for educational achievement that is equivalent to the completion of high school. As a consequence, many high schools were uncertain as to their prerogatives in the matter.

While the Council was considering what further steps it should take, the Joint Army-Navy Committee on Welfare and Recreation made a proposal that seemed sound. In September, 1945 that Committee recommended that the American Council on Education establish a central office for advising schools

and colleges throughout the country, and for cooperating with federal, regional, state, and local agencies in promoting the more general acceptance of desirable policies and practices in the accreditation of military educational experience.

The Joint Army-Navy Committee, in making this recommendation, stated that the following problems give rise to the need for such a central agency:

1. Many difficulties continue to stem from the fact that those dealing with problems of accreditation do not yet fully understand procedures to be used and the proper sources of information about military experiences and training. Proper information should be in the hands of all those individuals who deal with problems of accreditation. In addition to such information, special assistance is needed with the many irregular cases which always arise in the actual operations of any program. The problem is made more acute now because of the greatly increasing number of personnel being released from active duty and the increasing number of those on active duty who make use of the services. There is scarcely a school or college in the country which has not faced the problem of granting credit for military training and service. This is one national program in which there must be 100 percent coverage of every school and community if the maximum service is to be extended to military personnel.

2. General Education Development and Subject Tests are not so widely accepted by high schools and colleges as is necessary for complete accreditation of military educational experiences. It is evident that many schools and colleges are not yet familiar with the content and purpose of these tests.

The limited acceptance of General Educational Development and Subject Tests affects (1) men who need high

school diplomas for vocational placement; (2) men without high school diplomas who desire to enter college; and (3) men who can qualify for advanced standing in college.

3. There appears to be an increasing number of colleges reporting an unwillingness to accept USAFI college level courses for credit. Others are still uninformed about the content of these courses and their possibilities for creditation. It is believed that this is due in part to the proposed departure from traditional practices and policies regarding creditation of correspondence courses.

4. At present there is no central and continuing organization dealing with accreditation of in-service educational experience. As an Army-Navy installation, USAFI cannot itself provide answers to the problems of accreditation policy in civilian institutions, and in any case ought not to do so. The handling of these problems is especially difficult since there is no civilian operating agency which will follow through with the individual concerned until acceptable solutions are found.

5. Practices observed in various sections of the country are not widely known by individual schools, colleges, and state departments concerned with the problems of accreditation. There is no central clearing house.

6. The material presently included in the American Council *Guide to the Evaluation of Educational Experience in the Armed Services* omits descriptions of a large number of service schools concerning which the civilian schools need to be fully informed to deal with problems of accreditation. Constant changes are being made in the educational and training programs of the services; new schools and new courses are being added. School administrators should be kept informed of these current developments in order adequately to take care

of requests made to them for credit consideration.

Before the Council agreed to undertake this new project it discussed the plan with representatives of other national agencies that have an interest either directly or indirectly in this field. When it became clear that the service was needed, and that other agencies would cooperate in the development of the project, the Council proceeded to organize what is now called the Commission on Accreditation of Service Experiences. Perhaps it should be added that the Commission is financed for a period not to exceed two years by a grant from the Carnegie Corporation.

Several factors were taken into account in appointing the Commission. First, it was to be a working commission, and, therefore, should be comparatively small. Second, it was to be composed of experienced individuals representing educational interests at various levels and in various fields. Third, the membership of the Commission was to be limited to representatives of civilian interests, but representatives of military and governmental agencies were to be invited as consultants. The membership of the Commission as it now stands is:

PAUL E. ELICKER, Executive Secretary, National Association of Secondary-School Principals (*Chairman*)

CHARLES E. FRILEY, President, Iowa State College, and Chairman, Committee on Accrediting Procedures of the American Council on Education

GALEN JONES, Chief, Division of Secondary Education, U.S. Office of Education

G. W. ROSENLOF, Registrar, University of Nebraska

FRANCIS T. SPAULDING, Commissioner of Education of New York, elect

R. R. VANCE, Supervisor, Division of High Schools, State Department of Education, Nashville, Tennessee

E. G. WILLIAMSON, Dean, University of Minnesota, and Chairman, Advisory Committee of the USAFI

GEORGE F. ZOOK, President, American Council on Education, *ex officio*

The Commission has been fortunate in securing as Director and Associate Director respectively two men who are widely known for their experience and their interest in this field—Thomas N. Barrows and Cornelius P. Turner. At the first meeting of the Commission consideration was given to the scope and type of services that should be provided, and to plans for making these services available as soon as possible. Among the activities to be engaged in, the Commission approved the following:

1. To maintain liaison with the United States Armed Forces Institute and other educational programs of the military services, with secondary schools, colleges and universities, the regional accrediting associations, and others interested in the problem of accreditation.

2. To maintain a continuing compilation of current accreditation policies and practices in secondary schools and colleges.

3. To disseminate information and provide assistance and counsel concerning the problems of accreditation through correspondence and field service.

4. To sponsor conferences of state departments of education and secondary-school principals throughout the nation to consider problems of accreditation.

5. To sponsor regional meetings for groups of college officers who are concerned with the admission and placement of veterans.

6. To arrange for the preparation and publication of special articles in educational journals, and appropriate articles in popular magazines and newspapers.

The staff is now engaged in holding state or regional conferences throughout the country. As of today there have been held thirty-six secondary-school conferences, attended by representatives of state departments of education, of secondary schools, and of state Veterans' Administration offices from thirty-eight states; and seven college conferences attended by representatives from colleges and universities in eleven states. It is fully expected that by the end of May conferences will have been held in every section of the country.

Among the matters discussed in the conferences are policies of accrediting military educational experience that have been adopted; how well institutional policies agree or how widely they disagree; what new problems are arising, and what provisions state boards have made or will make for granting equivalency certificates of high school graduation.

In a sense, this part of the Commission's program is really a continuation of the activities begun by Dr. Barrows in 1943. It should be said to the credit of the staff that they have already convinced the Veterans' Administration that every high school and every college should have a complete copy of the *Guide to the Evaluation of Educational Experiences in the Armed Services*. As the availability of the services of this new center become more generally known, the staff will have an increasing volume of correspondence to handle. It is anticipated, and I believe hoped, that much of the information and advice

with reference to accreditation cases and problems which formerly cleared through the Accreditation Service of USAFI will be transferred to the Council's project on accreditation. Also as the project on the preparation of materials for the *Guide* draws to a close, the inquiries that have gone to that staff will be directed to the new accreditation service.

Like many of the Council's projects, this is a service of limited duration, designed to meet an immediate and critical need. By the time the service terminates under the conditions of the supporting grant, practically all the schools and colleges should have decided on policies and procedures for evaluating military educational experience and should have found the solution to their most crucial problems. The fulfillment of this hope will depend in a large degree upon the cooperation of all the agencies, regional and national, with the Commission on Accreditation of Service Experiences.

DEVELOPING THE HEALTH EDUCATION PROGRAM

*Subcommittee on Health and Physical Fitness of the
Committee on Fundamentals¹*

THE primary purpose of this report is: to present a plan of action, to suggest materials and methods, and to include features of present practices now operating successfully in various schools. No attempt is made to create new activities or new programs but rather an attempt is made to stimulate educational leaders to match practice with theory and to develop health and physical education programs in the light of theories and proposals suggested by health educators, doctors, dentists, and other workers in this field. It is hoped that this report may serve as a guide to high school administrators and their faculties who are now working to develop an effective health and physical education program in the school and community.

IMPORTANCE AND NEED

Physical examinations of 13,000,000 Selective Service registrants between the ages of 18 and 45 years reveal that, during peacetime when physical standards were high, more than 50 percent could not qualify for military service; and that, during wartime, more than 40 percent failed to meet the standards of acceptance of the armed forces. For men 35 to 38 years of age the rejection rate rose to 3 out of 5 while even for the youngest group, those 18 to 20 years of age, 1 in 5 was found unfit for military service.²

The implications for the future would seem to be that in the home, in the community, in the

school, in the State, and in the Nation there must be a consciousness of the physical defects of our citizenry. It would seem that we must educate our people; that parents, community leaders, teachers, all State and Government officials may know; that at each age a child, if normal, should reach a standard physically, just as much as he should be able at a certain age to add or subtract or read. I cannot help but feel that our educational system from kindergarten to universities has neglected the most important side of the human beings whom they profess to train.

If the citizenry of the future is to be prepared to insure peace by being able to make war, and if the citizens of the State are to be physically able to carry out their other duties efficiently and effectively, definite and positive measures must be taken to insure the development, training, and conditioning of our youth to the end that they will be physically strong and emotionally stable. Otherwise they will not be able to use the knowledge which has been imparted to them in our schools. It is idle to talk of a democracy in which each citizen has equal opportunities and equal responsibilities with every other citizen unless each is able, when the responsibility comes, to carry his part. There is no justice, fairness, or democracy when less than 9,000,000 of our citizens must carry the load for 13,000,000. Unless and until we are able to take measures which will insure that the maximum of our citizens are able to bear arms and able to accept all the responsibilities of citizens, we can have democracy only in name.³

Such statements as the above, as well as others, have brought into focus the position of the high school in the total health program of the nation.

The health and physical fitness of the individual is not a need that exists only in time of war. Rather, the good health and physical fitness of the individual determines his ability to meet his responsibilities in improving society and

¹ P. M. BAIL, Dean, College of Education, Butler University, *Chairman*: HARRY BROAD, Principal, Webster High School, Tulsa, Oklahoma; PAUL DERR, University of Chicago; and T. R. EHRHORN, Principal, East High School, Sioux City, Iowa.

² "Proceedings of the Planning Conference," p. 3. National Committee on Physical Fitness in Cooperation with the American Medical Association, Federal Security Agency, Committee on Physical Fitness, July 27 and 28, 1944, Washington, D. C.

³ *Ibid.*, p. 5. Statement of Major General Lewis B. Hershey, Director of the Selective Service System, July 10, 1944.

in promoting the peace of the world. Community and national health is determined by the health status of its individuals.

It is essential that we realize the importance of good health, both physical and mental, to the happiness of the individual throughout his entire life. "Physical fitness may not be essential for existence but it is imperative for zestful living and abundant life." Good health has always ranked high as an objective of education and if we as a nation find it necessary to spend millions in promoting the physical fitness of young men and young women that they may successfully protect our country in days of war, certain it is that an effective health and physical fitness program must be made the center of our school life if young men and women are to enjoy good health throughout their entire lives.

The health of America can be improved and maintained through an effective school program properly coordinated with community agencies. The health program must become the concern, not only of the physical education and health departments but of the entire faculty, student body, and community.

THE GOALS OR PURPOSES

Every program of education that proposes to meet the needs of youth in our society places health and normal growth and development as its first objective. The following goals or purposes have been proposed by the Joint Committee on Health Education of the National Education Association and the American Medical Association:

1. To instruct children and youth so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which throughout their school life and in later years will aid in providing that abundant vigor and vitality which are a founda-

tion for the greatest possible happiness and service in personal, family, and community life.

3. To promote satisfactory habits and attitudes among parents and adults through parent and adult education and through the health education program for children, so that the school may become an effective agency for the advancement of the social aspects of health education in the family and in the community as well as in the school itself.

4. To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; to build a healthier and fitter nation and race.

Further we find in *The Purpose of Education in American Democracy*,⁴ the proposal that schools should promote the idea that:

1. The educated person understands the basic facts concerning health and disease.
2. The educated person protects his own health and that of his dependents.
3. The educated person works to improve the health of the community.

If health and physical fitness then, is of such importance in meeting the needs of youth, it deserves much more than lip service from the schools.

IN EVERY SCHOOL

Health and physical fitness programs should be developed in every school regardless of the enrollment or location of the school. To be most effective, the health education program should be the concern of the entire faculty and student body. It should be so implemented that every class, department, club, and other school organization can and does make a contribution to its success. The organization of the program should provide experiences for pupils which will bring about knowledges and understandings of health and health factors. Educational experiences provided by the school must develop the necessary skills of healthful living and develop the habits that make these

⁴ Published by the Educational Policies Commission, 1938.

skills functional. Beyond these there must be developed by the boys and girls a wholesome attitude about health and health habits to the end that they will actually do something about their own physical well-being.

CHARACTERISTICS OF AN EFFECTIVE HEALTH EDUCATION PROGRAM

Probably the outstanding characteristics of any educational program that should be developed in the United States is its development through the democratic process of group thought and action by the entire staff of the school. Adopting a plan of action follows naturally when there is united action by a school staff in identifying the health and physical fitness problems as they exist in each individual school. Determining the objectives and the methods of attaining these objectives are problems that must have the thinking and action of the entire group if all are to cooperate in making the program a success. It is essential that in each school there be developed and adopted by democratic procedures a written statement of the policies which include the objectives, the methods of attaining these objectives, and the techniques for evaluating the outcomes.

A COORDINATOR FOR HEALTH EDUCATION

In order that these policies may be properly administered, some member of the faculty in each school should be delegated the responsibility of coordinating the activities of the entire health education program. In schools with a small staff this leadership may be provided by the principal or superintendent. These school officials are most likely to receive materials from state, national, and regional agencies concerning the needs, techniques, and programs of health education. In schools with a

larger faculty this responsibility may be delegated to a member of the staff who should be given authority to act in light of the findings and recommendations of the health committee. The actual director of the health education program should be a professionally trained person. Training, experience, and administrative ability are criteria which should be carefully weighed in the selection of this person.

HEALTH EDUCATION COMMITTEE

A health committee is recommended for each school. Such a committee, since it should be concerned with everyone in school and cannot be divorced from community health, should include all departments of the school as well as health agencies that might exist in the school community. The size and composition of the committee will of course depend upon the size of the school and the type of program to be developed. Local conditions will also determine the time, place, and frequency of committee meetings. Such a committee might well be composed of:

1. the health coordinator
2. school physician
3. school dentist
4. school nurse
5. science teacher (biological or physical)
6. physical education teachers (men and women)
7. home economics teacher
8. social studies teacher
9. English or language teacher
10. mathematics teacher
11. representative of school maintenance department
12. the school custodian
13. a school board member
14. chairman of the Health Committee of the Parent-Teacher Association
15. chairman of the hot lunch program
16. teacher in charge of visual aids
17. person in charge of public relations
18. teacher in charge of school publications
19. students (boys and girls)
20. teacher of health, safety and first aid
21. community Health Services representative
22. curriculum director

SURVEY OF THE STATUS OF THE SCHOOL HEALTH SITUATION

The first job of the health education committee would seem to be that of conducting a survey to determine the status of the school health situation. The survey should take into account the following factors:

1. The health environment of the school and community
 - a. The School. Suggested items to be surveyed
 - (1) gymnasium
 - (2) drinking facilities
 - (3) toilet facilities
 - (4) dressing rooms
 - (5) kitchens
 - (6) ventilation
 - (7) heating
 - (8) lighting
 - (9) soap
 - (10) janitorial service
 - (11) seating
 - b. Community Health Services
 - (1) City Board of Health
 - (2) County Board of Health
 - (3) State Board of Health
 - (4) The Tuberculosis Society
 - (5) and the various similar organizations
2. The health status of the pupils
 - a. determined through physical, medical, and dental examinations
3. The health habits of the pupils
 - a. determine the extent to which pupils put into practice habitually the health knowledge they possess.
4. Health of the teachers
 - a. determined through physical, medical, and dental examinations

Adequate health and physical examinations should be administered periodically. Facilities and physicians are certain to be more available as the men are released from military service and return to civilian practice. The experience of these men in the service should provide them with an even greater concern for health education. The health coordinator, the health committee, and the physicians should cooperatively determine the extent of the medical and physical examination.

Provision should be made also for adequate medical supervision of the pupils.

The inclusion of such an item in the budget might well be the concern of the health committee. This supervisory service is not meant to replace the family physician, but to provide authoritative medical information in order that proper attention may be given to the health of all pupils.

The materials to be used in the health education program should be adapted to all age and grade levels. For example, some very effective materials which deal with local health and diet problems have been developed for the lower grades by the Sloan Foundation Study administered by the Bureau of School Service, College of Education, University of Kentucky. Appropriateness, availability, attainability, applicability, and maturity of the pupils are the criteria which should determine the scope and sequence of the learning experiences selected for each grade level.

Health and physical education instruction should have a definite place in the curriculum and in the daily school program. As such, the administration should determine the amount of time to be given daily or weekly to health education and should also determine the amount of credit which should be counted toward high school graduation.

In order that schools and colleges maintain a high level of physical fitness for American youth, the section of Schools and Colleges of the Planning Committee on Physical Fitness in Cooperation with the American Medical Association on July 27 and 28, 1944, recommended that the following program features be considered:

1. A statement of essential needs for school programs of health and physical education, including athletic sports, which has, in effect, been approved by the United States Commissioner of Education, should be publicized to school authorities, medical authorities and the public generally.

(1) A school program should be organized to insure the discovery of health defects and the

correction of remediable conditions by:

- (a) thorough physical examination of all children on or before admission to school and at such regular intervals thereafter as may be deemed advisable;
 - (b) a program of daily observation by all teachers of signs of possible deviations from normal and reference of children with such signs to physicians, dentists or oculists for careful examination (accompanied, whenever possible, by the parent or teacher);
 - (c) an annual inventory by physical and health education personnel of the physical abilities of children;
 - (d) the use of a cumulative record blank which will follow the child through school and include information relating to the inventory of health and physical fitness and corrective measures taken. It is essential that findings of the physical fitness inventory and remedial measures taken be available to, and used by, teachers in guiding the programs of individual children.
- (2) At least one visit for dental treatment should be made.
 - (3) Provision should be made on all school levels for organized health instruction and planned healthful living throughout the school experience. At elementary levels this may be undertaken as a part of larger projects. At secondary levels there is need, in addition, for instruction specifically devoted to this area. This should not be as a "rainy day" substitute for, or otherwise at the expense of, physical education. Irrespective of title or departmental affiliation, such instruction must develop accurate knowledge, appropriate attitudes and sound habits aimed to further individual and community health. To meet these needs, organized health instruction in the form of at least a semester course on junior high school level and a semester or year course of the senior high school level, equivalent in length and regulations to other standard courses, should be required of all students. Such courses should be taught by adequately prepared teachers and should form a requirement for graduation.
 - (4) At the elementary level at least 40 minutes daily, exclusive of recess periods, should be devoted to planned physical education activities suited to the grade level.
 - (5) At the secondary level (grades 7 to 12) at least a daily period of vigorous physical education should be provided. This period should be as long as the regulation class and

should be scheduled within the school day. Pupils should be classified with respect to sex and grade, ability or special needs. Standards should be set for passing the course in all grades and acceptable performance required for promotion and graduation.

In order to conduct successfully an effective program of health and physical education certain facilities for providing instruction and activities are necessary. Climate will determine the indoor needs. Schools in the south can take advantage of longer warm seasons to utilize the out-of-doors. All schools are not fortunate enough to have adequate gymnasium facilities. However, the lack of adequate gymnasium facilities should not prevent a school from providing a program of health and physical education. A survey of the existing building conditions, the playground area, and nearby parks and vacant lots may reveal facilities that have been overlooked.

In order to check growth of individuals a system of recording such growth must be developed. Age-weight-height charts can easily be drawn up with each pupil checking and recording his own record at regular intervals. Such a record stimulates pupil interest in his own growth and development. A health record should be a definite part of each pupil's permanent record. A simple yet meaningful type of report which is easily understood by the pupil and his parents should be developed.

Constant evaluation of the objectives, methods, and materials is necessary. Evaluation of the effectiveness of any program is best determined through behavior patterns which the pupils exhibit. Anecdotal records, diet records, health records, attendance records, teacher-rating scales, self-rating scales, performance records, etc., must be considered in evaluating the growth and development of each pupil throughout his secondary school experience.

Pupils of different ages and grade levels need a variety of activities in order to provide for their needs. Care should be exercised in selecting types of activities suitable for the pupil's needs and abilities. These may vary from complete rest to vigorous exercise.

Every possibility to utilize the resources of each department and each staff member in integrating the health and physical education program throughout the entire school is most desirable. Each department has a contribution to make to the total program. These contributions may not be readily seen by teachers, hence an exploration of possible contributions should be made.

A program which is effective becomes the concern of all members of the faculty. This interest may manifest itself in one or several ways. A concern for health and sanitation factors in and about the school and community, a concern about personal health and the practice of good health habits by the faculty individually and as a whole are good indices of the effectiveness of the program.

Normal growth and development of the pupils, a minimum of absences due to health factors, a concern for their own bodies in terms of growth and development, utilization of preventive measures (i.e. vaccination, inoculations, etc.), good teeth and oral hygiene, with many other such actions by pupils also reveal to the authorities a type of index to the effectiveness of the program.

EVALUATION CHART OF THE SCHOOL HEALTH EDUCATION PROGRAM FOR THE ADMINISTRATOR

For many years there has been a need for some method whereby the administrator could make a quick but effective job analysis of his health and physical education program to determine whether the program is progress-

ing or regressing. The following check-list is provided to serve this need.

It is recommended that the administrator make a job analysis of his program each semester. No doubt he will confer with various individuals in making the analysis and evaluation. For purposes of clarification and simplicity, each item may be evaluated numerically from 1 to 10; 10 being the highest rating. As items are received and scored, a red pencil may be used to indicate the points where special emphasis should be applied.

MOBILIZING THE RESOURCES OF EACH AGENCY AND DEPARTMENT FOR POSSIBLE CONTRIBUTIONS TO THE PROGRAM

After using the above check list to determine the extent to which each of the various factors are functioning in the total health and physical education program of the school, the administrator may begin to mobilize the resources of each agency and to unify the contributions which each can make to the total health program. Following this, each resource agency and department should be called upon to indicate its maximum contribution.

PHYSICAL EDUCATION

Physical education can, of course, provide a wide range of activities, organized to provide a well balanced program for all normal boys and girls according to their age and grade levels. In addition, the activity program should include restricted exercises for pupils who cannot, for various reasons, participate in the regular activities. Further, a program should be provided for the correction of remedial defects and for the physically handicapped pupils. Physical education should have the facilities to check and record pupil growth and progress in height, weight,

CHECK LIST FOR ADMINISTRATOR—THE HEALTH AND PHYSICAL EDUCATION PROGRAM

Each item should be rated according to the extent to which it is actually functioning in the total health and physical education program. The sheet may be used several successive semesters by using pencils of different colors.

(Encircle number which best indicates actual functioning of item. Encircle zero if item is not present.)

ITEM	RATING									
1. Written statement of policy which has been adopted recently	0	1	2	3	4	5	6	7	8	9 10
2. Coordinator responsible for the program and with authority to act	0	1	2	3	4	5	6	7	8	9 10
3. Health committee composed of health coordinator, school physician, school dentist, school nurse, science teacher, physical education teacher, home economics teacher, social studies teacher, English or language teacher, mathematics teacher, maintenance department, school custodian, school board member, P.T.A. health committee, Chairman of hot lunch program, visual aids teacher, public relations or journalism department, students, teacher of health, community health services representative, curriculum director	0	1	2	3	4	5	6	7	8	9 10
4. Health education program coordinated with community health services	0	1	2	3	4	5	6	7	8	9 10
5. Coordinated with the home	0	1	2	3	4	5	6	7	8	9 10
6. Professionally trained personnel directing the program	0	1	2	3	4	5	6	7	8	9 10
7. Medical examination for all pupils	0	1	2	3	4	5	6	7	8	9 10
8. Dental examination for all pupils	0	1	2	3	4	5	6	7	8	9 10
9. Physical examination for all pupils	0	1	2	3	4	5	6	7	8	9 10
10. Medical supervision of all pupils and staff—daily inspection and observation (by nurse, doctor, teacher, or other)	0	1	2	3	4	5	6	7	8	9 10
11. Health instruction adapted to age and grade level	0	1	2	3	4	5	6	7	8	9 10

CHECK LIST FOR ADMINISTRATOR—THE HEALTH AND PHYSICAL EDUCATION PROGRAM (Continued)

ITEM	RATING															
	1	2	3	4	5	6	7	8	9	10						
12. Written outline of a planned, sequential program of health instruction	0	1	2	3	4	5	6	7	8	9	10					
13. Written outline of a planned, sequential program of physical education	0	1	2	3	4	5	6	7	8	9	10					
14. Program to care for defects and physical handicaps	0	1	2	3	4	5	6	7	8	9	10					
15. Restricted exercises for certain pupils	0	1	2	3	4	5	6	7	8	9	10					
16. Credit toward graduation for health and physical education	0	1	2	3	4	5	6	7	8	9	10					
17. Health instruction materials adequate and up-to-date	0	1	2	3	4	5	6	7	8	9	10					
18. School sanitation	0	1	2	3	4	5	6	7	8	9	10					
19. Adequate outdoor facilities (degree of utilization).	0	1	2	3	4	5	6	7	8	9	10					
20. Adequate indoor facilities (degree of utilization)	0	1	2	3	4	5	6	7	8	9	10					
21. Adequate system of records: (a) utilization, (b) kept up-to-date	0	1	2	3	4	5	6	7	8	9	10					
22. Reports to pupils and parents	0	1	2	3	4	5	6	7	8	9	10					
23. Testing and checking program to reveal the status of pupil growth and development	0	1	2	3	4	5	6	7	8	9	10					
24. Effective procedures for evaluating results of program.	0	1	2	3	4	5	6	7	8	9	10					
25. Adequate activity program for all boys and girls to meet needs of the particular age grade level	0	1	2	3	4	5	6	7	8	9	10					
26. Health program properly integrated into total school program	0	1	2	3	4	5	6	7	8	9	10					
27. Effectiveness of program as revealed by faculty participation and interest	0	1	2	3	4	5	6	7	8	9	10					
28. Proper follow up of illnesses, defects, and deficiencies	0	1	2	3	4	5	6	7	8	9	10					
29. Adequate safety devices in all departments: (a) instruction for their use, (b) periodic checks.	0	1	2	3	4	5	6	7	8	9	10					
30. Sufficient financial support for health and physical education program	0	1	2	3	4	5	6	7	8	9	10					
31. Contribution to the health education program of other health agencies	0	1	2	3	4	5	6	7	8	9	10					
32. Contribution to the health education program of other departments of the school	0	1	2	3	4	5	6	7	8	9	10					

and age development. Habits of health may be established through dressing room facilities and activities.

The physical education program may make its contribution through many other areas; such as, the development of organic power and neuro-muscular skills, the acquisition of proper health habits, the development of recreational activities, the effects of exercise, rest and proper nutritional practices, the importance of correct posture, not only in physical education classes but in all other activities as well, the benefits of a knowledge of personal hygiene, the assimilation of health instruction materials, the importance of periodic inspection, observation and examination, the necessity for a regular follow-up of the periodic checks, the necessity for individual conferences for the purpose of arranging special programs.

HEALTH EDUCATION

The school physician, dentist, and nurse are key individuals in the health and physical education program. The school physician, dentist, or nurse is considered to be an individual employed by either the school or official health agency; and who devotes full or proportionate time, where the population justifies it, to school health activities or who is regularly scheduled for school work. The appraisal of the health status of each pupil should form the basis for the program. The doctors and dentists, after making the regular medical and dental examinations, should make reference to the future course of action. The nurse serves as coordinator between the school and home and checks the follow up reference. The teacher is also responsible for daily inspection with referral of specific cases to the nurse. Both the nurse and the teacher may be responsible for first aid treatment, individual conferences, and follow up of absences due to illness, defects, or deficiencies.

The objective of the school nursing service is that of maintenance of maximum health for each individual. The nurse in the high school probably serves best as an adviser to the administrator in developing health service plans. She also advises teachers concerning individual and group problems which can be solved or improved through health instruction and the promotion of health in general. The nurse should help make a study of the community needs as a basis for appropriate health instruction. She assists in making known the health status of the pupils, plans for the care of emergency cases, and assumes an important part of the responsibility for the prevention and control of communicable disease. The nurse is in a position to make teachers feel the need for health guidance. Each of her contacts with an individual or group should be considered an opportunity for health education.

HOME ECONOMICS

The home economics department, through classroom instruction, makes a continuous contribution to personal and family health problems in the areas of child care, home nursing, nutrition, clothing, and home management. Emphasis may be given health problems which affect the individual, the home, and the community. Other topics for consideration from a health standpoint are: the effect of diet on child growth and development, the effect of environmental influences, and the economic aspects of buying and conserving consumer goods.

Outside the classroom, the home economics department may engage in many activities to promote the total health program. Some of these are: checking trays in the cafeteria and rating lunches as good, fair, poor; providing a series of talks on the ratings of lunches to be given in the various home rooms; preparing model food

displays in the lunchroom or cafeteria; showing appropriate films and presenting assembly programs which point out the relation of nutrition and food selection and preparation to good health; presenting style shows in which the relationship of clothing and grooming to health is emphasized; arranging exhibits as an outgrowth of class projects which will make a contribution to the health education program.

SCIENCE

Much of the science curriculum, both physical and biological, has a direct application to health. Biology, the study of life, deals very definitely with the health problem. Disease and its control, plants, insects, and animals, sanitation, and the study of the human body and its functions, form a substantial part of the biology course of study. Chemistry may make a contribution through the study of water purification, analysis of food for adulteration, analysis of cosmetics and tooth paste, and others. Heating, lighting, ventilation, refrigeration and many other topics provide an opportunity for stressing health in physics class.

SOCIAL STUDIES

Health or the lack of it is no stranger to the content of social studies courses. History is full of examples and illustrations which may be used in emphasizing good health. The history of plagues and communicable diseases, the contributions of famous scientists, the history of medicine, the history of the Red Cross, and many similar topics are essential, as well as the study of human progress in its relationship to health aspects of people. The study of community health agencies, control of communicable diseases as a civic enterprise, occupational health, housing, and many other social problems may be related to the health education program.

Laws dealing with meat and milk inspection, pure foods and drugs, health clinics and hospitalization may also be considered in civics classes. The economic factors of unemployment, employment, wealth, poverty as well as health as an aspect of the geographic environment are topics which may be related to both individual and group health education.

Satisfactory adjustments to the social, civic, and economic environment depend to a large degree upon the health status of the individual. Poor health may mean the loss of man-hours of labor, loss of purchasing power, loss in production; in fact, the degree of success attained by an individual or a nation depends to a very large degree upon the health of the individual. The social studies have a real contribution to make in developing knowledges, skills, and attitudes toward both individual and public health and in emphasizing the social significance of good health.

ENGLISH

The English department need take no back seat in the teaching of health. Subtly and irresistibly through both oral and written daily assignments and through reports of readings, the lessons of right living and the penalties of neglect spell out themselves indelibly across the pages of literature. What pupil can read Pasteur's biography without a deep, moving gratitude to the man who transformed hospitals from the portals of death to a place of life. Not only does the reader learn graphically the values of sanitation and sterilization, but he absorbs much information about various diseases.

We connect Dequincy with opium, Poe with liquor, Byron with deformity, and Swift with a vindictive hatred of mankind. And so one may go on endlessly, for mental giants often dwell in weak bodies that in turn give rise to

warped mental outlook; both eventually bring about ruin. Literature plainly etches the inescapable truth that with health "all things are possible"; without it, one never really keeps his rendezvous with Life and full Living.

Supplementary reading is a field rich in possibilities for the teaching of health. Fascinating are such books as *Leaves from the Surgeon's Case Book*, *Born That Way*, *Microbe Hunters*, *Hunger Fighters*, *And They Shall Walk*, *And Now Tomorrow*, *The Wounded Come Back*, *American Doctor's Odessa*, *Yellow Magic*, *Miracles of Military Medicine*, and many others.

MATHEMATICS

The mathematics department can easily develop problems which deal with health and insurance statistics, the cost of absence due to illness, the number and percentage of absences due to the common cold, percentage of school and industrial absenteeism, and many others. Graphs and charts which deal with the mathematical aspects of the health program may focus pupil attention on the enormous cost of poor health and inadequate health facilities.

LANGUAGE

Teachers of foreign languages may be surprised at the opportunities they have for emphasizing health education. Vocabulary study and its use in medicine, pharmacy, and science may reveal an important phase of this emphasis. The customs and cultures of the people whose language is being studied may also reveal health conditions in those countries.

COMMERCE

Commerce teachers find that good posture is necessary for developing proper techniques and skills in type-writing. The conservation of eye sight

and the importance of complete relaxation are both essential to the good health of the secretary. Good health habits must be observed if the secretary is to have the extra energy needed to withstand the nervous tensions of an eight hour office day.

SPEECH AND DEBATE

There are many opportunities to bring vital issues before student groups and adult groups in a community through the speech and debating activities of a school. Physical fitness and health is an issue uppermost in the minds of many high school debaters at the present time since the national debate question deals with compulsory military training. The debater must make a thorough study of this question if he hopes to meet satisfactorily the arguments of the opposition. A significant phase of the above question is the argument that peace time military training will materially improve the health status of our young men. Radio speaking contests are frequently sponsored by various state organizations. The state tuberculosis associations are among the leaders in this field. Speech students are frequently asked to present programs for service clubs, church groups and other organizations. Thus the medium of community service speaking provides another opportunity through which the schools may present the case of health education to the public.

MUSIC

Certain fundamental principles of healthful living can be taught very naturally in connection with music. A definite emphasis should be placed upon the importance of good posture and proper breathing in either vocal or instrumental work. The importance of complete relaxation at given intervals can be stressed. One of the best op-

portunities which music instructors have for keeping their pupils health conscious, is in connection with marching bands. Correct breathing, coordination, and posture are essential if a band is to perform satisfactorily. Through and understanding and use of rhythms, many students may find physical and mental pleasure and recreation.

ART AND VISUAL EDUCATION

Through health posters, health displays, and other visual interpretations, the art department may make a contribution to this program. Many visual aids, such as films, slides, and film strips are readily available. The public health services can provide films which deal with tuberculosis, body defences, the digestive system, in fact, with practically any phase of health, both individual and public.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities may have contributions to make through the science clubs, recreation clubs, and athletic clubs. The activities of these clubs serve the recreational needs of boys and girls which is an important part of their mental health.

Assemblies and student created commencement programs are always important events in every school calendar. These events provide the schools with a unique opportunity for adult education. A cross-section of the adults in the community attends any school function which involves pupils. An awareness of social needs and responsibilities can be conveyed to the entire community if the program is informative, stimulating and entertaining.

Health and physical fitness are of vital concern to every community. Original programs created by the students on this important topic can be of educational value not only to the participants but to the audience as well.

FIRST AID AND SAFETY

Safety and first aid classes, safety patrols, and similar organizations may also be actively engaged in the health program.

LIBRARY

The school library assists in the school's overall health program by providing collateral reading for curricular subjects, materials for extra-curricular and leisure time activities, and materials which answer a student's personal health problems through the impersonal medium of books.

The library's first activity in promoting health lies, as always, in the provision of good materials in abundance. These materials, books, magazines, pamphlets, and films, cover such subjects as personal health and development, mental health, social adjustment, sex hygiene, public health, family problems, disease, narcotics, and athletic activities. All classes should serve as outlets for these materials, according to the particular topic and subject.

The use of such materials is extended by means of lists for the use of teachers and pupils, exhibits of health books, highlighted by posters and articles in school papers concerning health books. The annual Health Week is an opportunity for the library to promote an interest in the subject.

Another contribution of the librarian to a school health program lies in biblio-therapy. Biblio-therapy, the use of books which provide indirect guidance for pupils' personal and emotional problems, is being recognized as a valuable means of clarifying situations and solving maladjustments. Biblio-therapy acts either by draining a student's attention away to other channels, or providing parallel situations which furnish an outlet for emotional tension. The librarian's greatest

service lies in recognizing a pupil's need for biblio-therapy and tactfully providing the books which help to heal.

PUBLIC RELATIONS

Many of the above mentioned activities may be used in the public relations program of the school. Service

MAINTENANCE DEPARTMENTS

An effective health program cannot be carried on in a school or in a school system unless the engineers, custodians, and the maintenance crews are conscious of what the school purposes to do in the direction of health education. Some schools have experimented with

CHECK LIST FOR EVALUATING THE CONTRIBUTIONS OF THE VARIOUS RESOURCE AGENCIES AND DEPARTMENTS

Each resource agency should be rated according to the extent to which it is making its maximum contribution. By using pencils of different colors, the same check list may be used for several semesters to reveal changes and improvements in the contributions made by various agencies.

RESOURCE AGENCIES AND DEPARTMENTS		RATING OF CONTRIBUTION TO THE HEALTH PROGRAM											
1. Physical Education	0	I	2	3	4	5	6	7	8	9	10		
2. Doctor	0	I	2	3	4	5	6	7	8	9	10		
3. Dentist	0	I	2	3	4	5	6	7	8	9	10		
4. Nurse	0	I	2	3	4	5	6	7	8	9	10		
5. Home Economics	0	I	2	3	4	5	6	7	8	9	10		
6. Cafeteria	0	I	2	3	4	5	6	7	8	9	10		
7. Biological Science	0	I	2	3	4	5	6	7	8	9	10		
8. Physical Science	0	I	2	3	4	5	6	7	8	9	10		
9. Social Studies	0	I	2	3	4	5	6	7	8	9	10		
10. English	0	I	2	3	4	5	6	7	8	9	10		
11. Mathematics	0	I	2	3	4	5	6	7	8	9	10		
12. Foreign Language	0	I	2	3	4	5	6	7	8	9	10		
13. Commerce	0	I	2	3	4	5	6	7	8	9	10		
14. Speech	0	I	2	3	4	5	6	7	8	9	10		
15. Music	0	I	2	3	4	5	6	7	8	9	10		
16. Art	0	I	2	3	4	5	6	7	8	9	10		
17. Visual Aids	0	I	2	3	4	5	6	7	8	9	10		
18. Extracurricular Activities (which)	0	I	2	3	4	5	6	7	8	9	10		
19. Assemblies	0	I	2	3	4	5	6	7	8	9	10		
20. Safety classes	0	I	2	3	4	5	6	7	8	9	10		
21. Library	0	I	2	3	4	5	6	7	8	9	10		
22. Custodial Service	0	I	2	3	4	5	6	7	8	9	10		

List others

Clubs, the Community Health Agencies, the Parent Teacher Association, and the School Board are all important organizations in coordinating the home, the school, and the various civic groups in the total health program. School pupils should have a voice in the program and may be used to present school health needs to the community.

the idea of inviting the technical labor people to sit in on certain faculty meetings when the physical factors pertaining to the buildings and their care are being discussed. The importance of well regulated heat, light, and ventilation cannot be too strongly emphasized. Certainly it is of utmost importance that the drinking fountains,

shower rooms, gymnasiums, and toilets be kept as sanitary as possible. When special bulletins concerning health are issued to teachers it would seem advisable that these also be placed in the hands of operation and maintenance crews. Administrators can improve the cleanliness of their buildings if they will occasionally compliment those whose responsibility it is to maintain the buildings in a sanitary condition. We are prone to criticize when conditions are bad; let us praise or commend when we see that a job is being well done.

The superintendent or principal should serve as the coordinator of all in-school and out-of-school agencies in order that an effective program may operate to insure the maximum health of the boys and girls of the community.

FACILITIES AND EQUIPMENT

Adequate facilities and equipment are necessary if a program of health and physical education is to serve the needs of all boys and girls enrolled in the school. Space for activity usually poses the greatest problem; however, a survey of all the facilities available may reveal resources that have been untouched. The utilization of public playgrounds and accessible vacant lots may enable an expansion of the activity program, particularly during seasonable weather for outdoor activities. Some schools have secured permission to close adjacent streets during school hours for certain activities.

In many locations, climatic conditions will be a determining factor in providing for both indoor and outdoor facilities. Where conditions are suitable emphasis should be placed upon outdoor activities.

Obviously, the amount of space necessary for an adequate program will depend upon the size of the school and the age-grade needs of the pupils. The

gymnasium should serve the school not only for physical education class activities but also for the recreational needs of the pupils and the school community. It is essential that a survey be made to determine the maximum service needs of the school and community, the number of persons to be served, the peak load during and after school hours, for noon hour programs, and for recreational purposes. Maximum utilization of the facilities will contribute to general school morale as well as to the health and physical education program.

Rainy and stormy days present problems for many schools with limited facilities. Activities for mixed groups of boys and girls; such as, folk, square and social dancing, light rhythmic exercises; and some team games, such as volley ball may be provided. Roller skating on concrete drives is another possibility. These activities can be made to contribute to the social development of both boys and girls as well as providing for physical exercise.

Minimum *indoor* facilities should include floor space for basketball, volley ball, gymnastics, shuffleboard, ping pong, special exercise rooms, locker and shower rooms, and class rooms for health classes. Minimum *outdoor* facilities should provide for both boys and girls and should include space for tennis, badminton, soccer, hockey, archery, baseball, softball, football, track, horse shoe pitching, and many others.

Examination rooms, facilities for the doctor, dentist, and nurse are essential to the health education program.

Schools which have only a minimum amount of equipment may be able to provide a satisfactory program of activities. Some of the most commonly used equipment can be made by students and teachers, either in the school shops or as a part of class activities. In the bibliography the teacher will find

HEALTH RECORD CARD FOR PHYSICAL EDUCATION CLASSES

INDIANAPOLIS PUBLIC HIGH SCHOOLS

High School

(Health data obtained from elementary school record card in high school office)

IMMUNIZATION AND CLINICAL TESTS (Please Check)				DISEASE EXPERIENCE (Please Check)			
Typhoid	_____	Date	_____	Chicken Pox	_____	Rheumatic Fever	_____
Small Pox	_____	Date	_____	Diphtheria	_____	Scarlet Fever	_____
Diphtheria	_____	Date	_____	Measles	_____	Small Pox	_____
_____	_____	Date	_____	Mumps	_____	Tonsillitis	_____
_____	_____	Date	_____	Pneumonia	_____	T. B. Contact	_____
NAME OF FAMILY PHYSICIAN				NAME OF DENTIST			
(Health data obtained by high school physical examination)							
CODE: 0, Satisfactory; X, needs medical attention; 1, 2, or 3: Slightly, moderately, markedly unsatisfactory; A dash (—) no information obtained; 00, correction.							
To be obtained and recorded by physical education teacher)							
HEIGHT	1ST EXAM.	2ND EXAM.	WEIGHT	1ST EXAM.	2ND EXAM.		
	____ ft. ____ in.	____ ft. ____ in.					
P.F.I.			POSTURE				
EYES	Unassisted	Unassisted	REMARKS:				
	R: 20/	R: 20/					
	L: 20/	L: 20/					
	Assisted	Assisted					
	R: 20/	R: 20/					
	L: 20/	L: 20/					
(Data to be obtained and rendered by M.D.)							
ORTHOPEDIC CONDITION	1ST EXAM.	2ND EXAM.	POSTURE	1ST EXAM.	2ND EXAM.		
SKIN AND SCALP			EARS				
NOSE			GUMS MOUTH				
THROAT			GLANDS				
THYROID			HEART AND BLOOD PRES.				
LUNGS			NERVOUS SYMPTOMS				
SPEECH DEFECTS			HEARING	R ____ L ____	R ____ L ____		
HERNIA							
OTHER DEFECTS			OTHER DEFECTS				

TEETH EXAMINATION

First Examination

(Upper)

8—7—6—5—4—3—2—I

Right

8—7—6—5—4—3—2—I

(Lower)

(Upper)

8—7—6—5—4—3—2—I

Left

8—7—6—5—4—3—2—I

(Lower)

Second Examination

(Upper)

8—7—6—5—4—3—2—I

Right

8—7—6—5—4—3—2—I

(Lower)

(Upper)

8—7—6—5—4—3—2—I

Left

8—7—6—5—4—3—2—I

(Lower)

Is prophylaxis needed? Yes _____ No _____ Is prophylaxis needed? Yes _____ No _____
 (CODE: Circle (o) missing teeth; Cross (X) recommended extractions; Check (✓) teeth needing filling.)

PHYSICIAN'S REMARKS ON DEFECTS AND CORRECTIVE MEASURES RECOMMENDED

1st Examination

2nd Examination

PHYSICIAN'S RECOMMENDATIONS AS TO MEDICAL TREATMENT NEEDED, IMMUNIZATION, ETC.

1st Examination

2nd Examination

Should the pupil participate in the regular physical education program?

Yes _____ No _____

Signed _____ M.D. 1st Examination date _____

Signed _____ M.D. 2nd Examination date _____

INVENTORY CARD FOR 9B BOYS

IN _____ HIGH SCHOOL

Name _____ S.R. _____ Address _____ Phone _____

(Information to be obtained from high school office
and

9B Guidance Record Cards)

Date of Birth _____ Age _____ Date _____
MONTH DAY YEAR YEARS MONTHS

Living with father and mother _____ with father _____ with mother _____ with others _____

Name of parent or guardian _____ Occupation _____

Place of Birth _____ School last attended _____
TOWN OR COUNTY STATE

I.Q. _____ Grade School Rating _____ 8A Physical Education mark _____

Parents' Cooperativeness _____ General health of pupil _____

Physical Handicap _____ Regularity of Attendance _____

Special talents and abilities related to physical education _____

If employed for wages: _____

KIND OF JOB NUMBER OF HOURS EMPLOYED PER WEEK

Program at school is from _____ to _____ Lunch Period _____

(Information to be obtained by physical education teacher)

Is pupil satisfied with school work and the school? Yes _____ No _____

If no, why? _____

What does the pupil dislike about the school? _____

Is pupil a light _____ moderate _____ or heavy eater? _____

What is a typical lunch? _____

Does pupil smoke? Yes _____ No _____ If yes, how much _____

When does pupil regularly go to bed? _____ Arise? _____

What out of school exercises (physical) does pupil have? _____

What in school exercises (physical) other than physical education class does pupil have? _____

Does pupil walk to school? Yes _____ No _____ If yes, how far? _____

Describe the general physical appearance of boy _____

Results of test _____

Physical Education Teacher _____

Class _____

sources which may be used quite satisfactorily in providing games and stunts for recreational purposes.

MEASUREMENT AND EVALUATION

Evaluation of any school activity or program should be a continuous procedure. The evaluation of the goals to be attained, the techniques, methods,

materials, and exercises used in attaining these goals, and the outcomes of the program must be given careful consideration.

The measurement of pupil growth and development as they acquire desirable behavior patterns should be the concern of every school. It is a relatively simple matter to measure the

INDIANA PHYSICAL FITNESS TEST—SCORE CARD										
NAME _____		MALE _____		FEMALE _____		GRADE _____				
School _____		CITY _____		COUNTY _____						
CLASS (Section) _____		HOUR _____		DAYS PER WEEK _____						
<i>Encircle the classification group in which this individual falls. See Test Direction Sheets for classification procedure.</i>										
Boys	Up to 674	675- 709	710- 744	745- 779	780- 814	815- 849	850- 884	885 up		
Girls	S S	S M	S H	M S	M M	M H	T S	T M	T H	
ITEM No.	EVENT				GRADE 10*		GRADE 11*		GRADE 12*	
1	Age in months to last half year									
2	Height (last full inch)									
3	Weight in pounds									
4	Classification Index									
5	Straddle chins									
6	Push-ups (floor)									
7	Squat thrust (20")									
8	Sum of scores on items 5, 6, 7									
9	Vertical jump to last half inch									
10	Indiana Physical Fitness Score (item 8 times item 9)									
11	Percent of change (Optional)									

* Date each score as it is made or measured.

memorization of a verse of poetry, or the knowledge or facts learned in subject matter. Other objectives are not so simply measured. To measure physical growth and development each school should at least utilize a limited number of valid tests which determine height, weight, strengths, and skills.

Inventory information, health records, and scores earned on physical fitness tests should be included in the cumulative record for each pupil. Sample information records are included.

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STATISTICAL SUMMARY OF ANNUAL REPORTS FROM SECONDARY SCHOOLS, 1945-46

O. K. GARRETSON, *Secretary*
Commission on Secondary Schools

WE WERE very glad to learn that the QUARTERLY would again this year be able to publish the complete statistical summary, presenting separately the data for schools with an enrollment of less than 200, 200 to 499, 500 to 999, and 1,000 or more, as well as the combined summaries. This enables us to give a clearer picture relative to such items as salaries, length of school year, preparation of teachers, *et cetera*.

The number of our member schools continues to show a slight increase, being this year 3,025 as compared with 3,021 of last year. With the close of hostilities and the modification of the draft, the total enrollment in member secondary schools shows some increase. It is still, however, somewhat below the enrollment of 1942. This is probably due to the fact that at the time these reports were sent in, October, 1945, many of our young people who would normally have been in school were either still in the armed services or in industry. The trend toward a smaller average enrollment has apparently been arrested, and we now have an average enrollment of 492.8, which is the largest since 1942.

The total number of graduates remains practically constant. We can look forward to an increase in this number for the coming year, but the figure will probably not return to normal for another two or three years.

The length of the school year, when compared with the data for previous years, raises some question in the mind of the Secretary. We note, for example, that the number of schools having

terms of less than 170 days has gradually increased, and this year it is approximately double the number of such terms in 1945. The number of schools with terms of 175 to 179, 180 to 184, and 185 or more has in each instance decreased. Why this situation exists is difficult to explain. In the past we have assumed that the length of the school year was closely correlated with economic conditions and the presumed ability of a school district to support its educational program.

Only approximately one-third of the member secondary schools report class periods of less than 44 minutes net. An examination of data from previous years, however, fails to reveal any definite trend other than that the 55 to 59 minute period is apparently slowly gaining favor.

We note a gradual decrease in the popularity of summer sessions during the past three years, and it is highly probable that reports for the current school year, when published next year, will show a very definite reduction in the number of such sessions. It is hoped that there will also be an improvement in the number of clock hours per unit. It will be noted that 134 of the 473 summer schools now report less than 120 clock hours required for each unit. Even during the war, this picture has been gradually improving, since in 1944, 208 of 487 summer schools, and in 1945, 141 of 483 summer schools fell into that category.

We again present the salaries of teachers and administrators in the form of a distribution from which

those of our readers who may be interested can construct percentile graphs with which they can compare their own situation, both in terms of the total picture of all schools within the Association and also with schools of their own enrollment group.

As might be expected, in times of either decreased or static enrollment, the pupil-teacher ratio continues to show a very small per cent of schools with a ratio of greater than 30 pupils per teacher.

For the first time, this year we present a distribution showing the number of classes per teacher. Although in some states the data is incomplete, it is disturbing to note that 209 of our teachers are meeting seven or more classes daily.

The tendency toward excess loads on the part of pupils has continued to decrease, and this year we show that of all pupils enrolled in North Central schools, only 3.8 percent are carrying five or more units for credit.

It is also interesting to note that of the 13,992 new staff members, the number of men has again passed the 5,000 mark. This is probably occasioned by the return of men teachers from the armed services and industry. From such reports as we have had from teacher-training institutions, this situation may be only temporary. As compared with pre-war years, the number of men in training for the teaching profession is small indeed. In fact, the outlook with regard to the future supply of teachers, men and women, is extremely dark, and every effort should be made by member schools to retain satisfactory teachers now in their employ and to so improve conditions of employment as to attract desirable young people into the profession. In the opinion of your Secretary, a recruiting campaign to secure students for teacher-training institutions can at best be but a palliative; the cure lies in making the profession itself more attractive.

TABLE I
SUMMARY OF THE 1945-46 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING LESS THAN 200 PUPILS

STATES	TOTAL NUMBER SCHOOLS	ENROLLMENT DATA												GRADUATES				
		In Schools Reporting on Upper						By Grades						Total Number Enrolled	Aver- age Per School	Boys	Girls	Total
		3 yrs.	4 yrs.	5 yrs.	6 yrs.	7	8	9	10	11	12	Special						
1. Arizona.....	18	0	2,043	137	240	36	92	763	641	494	387	7	2,420	134.4	132	210	342	
2. Arkansas.....	20	3	179	1,511	0	1,768	414	347	819	745	601	529	3	3,458	150.3	212	370	
3. Colorado.....	41	0	4,068	189	1,709	313	301	1,661	1,440	1,273	1,002	6	5,996	133.2	372	590	962	
4. Illinois.....	146	24	88	21,008	0	307	18	29	6,026	5,739	4,849	4,678	64	21,463	125.9	1,732	2,488	
5. Indiana.....	18	5	209	11,155	0	1,775	285	322	710	710	644	551	7	3,229	140.3	268	315	
6. Iowa.....	51	8	489	6,868	0	891	125	135	2,109	2,184	1,949	1,735	11	8,248	139.8	699	1,696	
7. Kansas.....	111	10	400	11,792	0	2,058	284	291	3,794	3,571	3,330	2,898	82	14,250	117.8	1,204	1,763	
8. Michigan.....	22	10	32	3,324	449	642	97	207	1,152	1,182	1,154	922	16	4,730	147.8	326	561	
9. Minnesota.....	17	12	20	2,576	918	0	235	40	32	257	1,234	1,038	6	3,729	128.6	300	621	
10. Missouri.....	33	21	54	193	6,252	0	1,204	165	2,268	1,889	1,737	1,427	13	7,649	141.6	514	990	
11. Montana.....	16	2	18	1,654	0	939	146	133	677	552	591	489	5	2,593	144.	209	516	
12. Nebraska.....	89	7	745	10,645	836	836	93	95	3,079	3,140	3,045	2,714	51	12,226	127.4	1,180	1,575	
13. New Mexico.....	14	1	15	230	992	868	167	168	559	538	394	288	6	2,120	141.3	89	261	
14. North Dakota.....	40	3	43	187	4,358	844	130	104	1,437	1,395	1,240	1,081	2	5,389	125.3	383	683	
15. Ohio.....	71	10	81	596	2,434	281	8,612	1,522	2,303	2,386	2,103	1,977	22	11,923	147.2	724	1,124	
16. Oklahoma.....	53	3	56	2,132	5,051	0	0	0	1,556	2,220	1,807	1,585	15	7,183	128.2	609	795	
17. South Dakota.....	53	1	54	66	5,973	2,890	540	516	1,716	1,629	1,398	1,290	6	6,039	111.8	500	742	
18. West Virginia.....	22	1	23	0	870	0	0	0	822	723	630	512	17	3,760	163.4	213	272	
19. Wisconsin.....	9	9	18	0	1,887	135	535	42	649	635	621	501	26	2,557	142.1	177	335	
20. Wyoming.....	12	1	13	0	1,136	567	105	103	411	417	364	295	8	1,703	131.	68	191	
TOTALS, 1946.....	856	135	901	8,495	93,969	1,191	26,050	4,522	4,658	32,828	32,970	29,355	25,899	130,605	131.8	10,001	14,903	
1945.....	883	151	1,034	10,096	97,453	1,139	25,006	4,247	4,353	33,901	33,529	30,400	26,963	133,604	134.	10,964	16,388	
1944.....	852	155	1,007	8,098	92,140	1,369	28,148	4,718	4,716	32,374	31,803	29,115	26,699	129,755	129.	12,505	16,018	
1943.....	Totals not comparable—data from one state lacking.																	
1942.....	0	0	880	8,311	80,581	1,321	24,775	3,889	3,910	26,788	28,079	26,217	25,355	114,988	134.	11,334	13,476	
																	24,810	

TABLE I (Continued)

STATES	DAYS TAUGHT 1944-45					UNITS FOR GRADUATION										MINUTES IN CLASS PERIOD																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	Less than 170	170 to 174	175 to 179	180 to 184	185 or more	FOUR-YEAR SCHOOLS					THREE-YEAR SCHOOLS					NON-LABORATORY SUBJECTS										LABORATORY SUBJECTS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
						Less than 16	16	17	18	19	20 or more	Less than 12	12	13	14	15 or more	40 to 44	45 to 49	50 to 54	55 to 59	60 or more	40 to 44	45 to 49	50 to 54	55 to 59	60 or more																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
1. Arizona.....	0	7	11	0	0	0	14	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0</

* Not all schools reported.

TABLE I (Continued)

STATES		SUMMER SESSION																						
		Minutes in Class Period										Number of Clock Hours for Each Unit												
		Length in days					Non-Laboratory Subjects							Laboratory Subjects										
20 to 29	30 to 39	40 to 49	50 to 59	60 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 100	100 to 109	110 to 119	120 to 129	130 to 139	140 or more		
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2. Arkansas.....	6	1	3	0	0	2	0	3	0	0	2	1	0	0	1	0	1	0	1	0	0	4	0	1
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4. Illinois.....	6	0	3	1	0	2	1	2	0	1	1	1	0	1	0	1	3	0	0	0	4	1	1	
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7. Kansas.....	3	1	1	1	0	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	
8. Michigan.....	3	1	1	0	0	1	0	1	0	1	0	*	0	0	0	1	*	1	0	0	0	3	0	
9. Minnesota.....	1	1	0	0	0	0	0	0	0	0	0	*	0	0	0	0	*	0	0	0	0	0	1*	
10. Missouri.....	10	1	1	6	2	0	0	8	1	1	0	0	0	6	0	0	0	0	0	0	4	2	4	
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	6	0	0	4	0	2	0	1	0	2	1	1	0	2	0	1	1	3	0	1	0	0	2	
13. New Mexico.....	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	2	0	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	
16. Oklahoma.....	8	0	0	7	0	1	0	4	0	2	1	1	0	2	0	2	1	0	0	0	2	1	5	
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia.....	2	0	1	1	0	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	1	0	1	
19. Wisconsin.....	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
20. Wyoming.....	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	
TOTALS, 1946.....	50	6	10	23	2	9	2	23	2	9	6	5*	0	11	2	5	6	6*	7	1	2	15	7	16*

* Not all schools reported.

TABLE I (Continued)

STATES	SALARIES—ADMINISTRATORS (Cont.)																												
	Principals—Public Schools (Cont.)														Superintendents—Private Schools														
	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more
1. Arizona.....	1	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Illinois.....	46	50	8	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
5. Indiana.....	7	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
6. Iowa.....	0	1	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
7. Kansas.....	20	15	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Michigan.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Minnesota.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Missouri.....	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Montana.....	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13. New Mexico.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1
16. Oklahoma.....	5	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17. South Dakota.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia.....	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19. Wisconsin.....	2	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	1	0
20. Wyoming.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS.....	113	84	14	5	1	1	0	0	0	8	0	0	0	0	0	1	0	0	3	0	0	0	0	0	3	2	0	0	2

TABLE I (Continued)

STATES	SALARIES—ADMINISTRATORS (Cont.)																										TOTALS NUMBER OF ADMINISTRATORS							
	Principals—Private Schools																										Total—Public Schools				Total—Private Schools			
	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 3000	3000 to 3249	3250 to 3499	3500 to 3749	3750 to 4000	4000 to 4249	4250 to 4499	4500 to 4749	4750 to 4999	5000 to 5249	5250 to 5499	5500 to 5749	5750 to 5999	6000 to 6249	6250 to 6499	6500 to 6749	6750 to 6999	7000 to 7249	7250 to 7499	7500 or more	Prin.		Supt.	Prin.		
																													Supt.	Supt.				
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Colorado.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Illinois.....	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Indiana.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Kansas.....	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Michigan.....	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Minnesota.....	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Missouri.....	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Montana.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13. New Mexico.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota ..	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16. Oklahoma.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19. Wisconsin.....	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20. Wyoming.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS.....	84	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
																										329	21	114						
																										527*	21	114						

* Not all schools reported.

TABLE I (Continued)

SALARIES—FULL-TIME TEACHERS																										
Public Schools—Men													Public Schools—Women													
Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	
1. Arizona.....	0	0	0	0	0	1	4	13	20	8	1	1	48	1	0	0	0	0	12	24	24	8	0	0	0	69
2. Arkansas.....	2	1	1	4	1	2	4	0	9	6	0	11	41	4	6	34	27	22	9	4	3	3	2	1	0	115
3. Colorado.....	0	0	0	2	14	13	19	10	14	5	5	3	85	0	0	0	21	82	63	9	1	1	1	0	0	179
4. Illinois.....	0	0	0	1	13	29	49	82	62	56	86	379	0	1	3	7	29	258	261	83	20	5	2	5	0	674
5. Indiana.....	0	0	0	0	1	6	4	13	10	9	3	3	49	0	0	0	1	5	35	23	4	1	0	0	0	69
6. Iowa.....	0	0	0	0	1	4	14	13	18	25	12	11	98	1	3	0	5	30	159	54	20	7	1	0	0	280
7. Kansas.....	0	0	0	3	3	9	26	21	41	26	11	21	161	0	0	0	4	11	31	98	62	32	11	2	1	252
8. Michigan.....	0	0	0	0	1	7	14	11	6	4	4	4	51	0	0	0	6	15	26	11	6	2	1	0	0	67
9. Minnesota.....	0	0	0	0	0	1	2	5	20	4	6	1	39	0	1	1	2	13	54	18	6	4	0	0	0	99
10. Missouri.....	0	1	1	7	12	7	6	1	4	10	5	2	56	3	3	35	53	35	12	2	2	7	2	0	3	157
11. Montana.....	0	0	0	0	0	0	2	9	8	4	6	2	31	0	0	0	0	2	29	29	15	0	1	0	0	76
12. Nebraska.....	0	0	1	2	2	7	14	11	20	27	18	0	102	2	1	3	11	26	182	152	22	6	2	0	0	407
13. New Mexico.....	0	0	0	0	2	2	2	7	8	6	2	2	29	1	0	0	0	4	17	24	16	4	1	0	0	67
14. North Dakota.....	0	0	0	0	0	4	11	8	11	8	0	10	52	0	1	1	5	15	53	38	7	2	1	0	0	123
15. Ohio.....	0	0	1	4	13	38	41	22	20	9	6	7	161	0	0	0	10	23	113	103	36	3	1	0	1	291
16. Oklahoma.....	0	1	3	4	16	14	17	12	7	5	2	17	98	0	2	8	23	103	45	13	13	6	3	2	0	218
17. South Dakota.....	0	0	1	0	2	4	10	13	21	14	1	2	68	0	0	0	4	16	108	60	7	5	0	0	0	200
18. West Virginia.....	0	0	0	7	15	25	10	5	3	2	0	0	67	0	3	13	24	26	26	12	7	0	0	0	0	111
19. Wisconsin.....	0	0	0	0	0	3	1	3	8	2	2	5	24	0	0	0	3	8	9	11	1	6	1	0	0	39
20. Wyoming.....	0	0	0	0	0	5	3	2	9	2	1	1	23	0	0	0	0	3	16	12	7	5	4	0	0	47
TOTALS, 1946...													13	21	108	219	558	1,247	891	309	120	36	8	10	3,540	

TABLE I (Continued)

STATES		SALARIES—FULL-TIME TEACHERS (Cont.)																											TOTAL FULL-TIME TEACHERS	
		Private Schools—Men													Private Schools—Women															
		Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total			
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	117	0	
2. Arkansas.....	0	0	0	0	0	2	0	1	0	2	0	0	4	17	0	1	0	0	0	0	0	0	0	0	0	0	0	2	156	7
3. Colorado.....	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	264	22	
4. Illinois.....	10	0	0	0	0	1	1	4	7	2	7	10	42	81	3	11	20	15	8	5	0	1	1	0	2	147	1,053	189		
5. Indiana.....	0	0	0	0	0	0	1	5	2	1	4	0	13	8	0	1	0	0	4	3	3	4	0	0	1	24	118	37		
6. Iowa.....	0	1	0	0	0	0	0	0	0	0	0	0	1	5	0	0	1	0	0	3	0	0	0	0	0	0	9	378	10*	
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	413	6*		
8. Michigan.....	0	0	0	0	0	0	1	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	2	0	2	118	4		
9. Minnesota.....	0	0	0	0	0	1	1	0	0	1	2	0	5	0	0	0	0	3	2	1	3	1	1	1	1	3	15	138	20	
10. Missouri.....	18	0	0	0	0	1	0	1	1	0	1	0	27	75	1	3	3	2	4	3	0	3	0	1	0	95	213	122		
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6	107	6		
12. Nebraska.....	0	0	0	1	0	0	1	1	1	0	0	0	4	21	3	3	3	2	0	0	0	0	0	0	0	32	509	36		
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	96	5		
14. North Dakota.....	1	0	0	0	0	1	0	0	0	0	0	0	2	0	0	2	1	0	0	0	0	0	0	0	0	3	175	5*		
15. Ohio.....	0	0	0	1	0	0	0	2	0	0	1	0	20	0	0	0	1	2	2	0	2	1	1	0	0	9	452	29		
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	2	1	2	1	2	1	0	0	10	316	10		
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	1	1	0	0	1	0	0	0	7	268	7		
18. West Virginia.....	0	0	0	0	0	0	0	0	5	2	1	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	178	11		
19. Wisconsin.....	0	0	0	0	0	0	1	6	2	1	5	4	19	15	1	0	0	3	5	2	4	1	6	2	6	45	63	64		
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	70	7		
TOTALS.....	33	1	0	2	1	6	5	25	16	16	19	37	161	240	12	23	32	28	29	18	14	13	9	6	12	436	5,262	597		

* Not all schools reported.

TABLE I (Continued)

STATES	NUMBER OF SCHOOLS WITH PUPIL— TEACHER RATIO OF:											AVERAGE NUMBER CLASSES DAILY PER TEACHER						NUMBER OF PUPILS ENROLLED FOR 5 OR MORE UNITS					PER CENT OF TOTAL ENROLL- MENT IN EACH GRADE				
	To 14.0	14.1	16.0	18.0	20.0	22.0	24.0	26.0	28.1	Over 30	Less than 3	3 to 3.9	4 to 4.9	5 to 5.9	6 to 6.9	7 or more	9	10	11	12	Total	9	10	11	12	Total	
1. Arizona.....	6	5	4	1	1	1	0	1	0	0	0	0	2	5	9	2	9	37	59	44	149	1.2	5.8	11.9	11.4	6.5	
2. Arkansas.....	9	3	3	2	4	2	0	0	0	0	0	2	2	12	5	2	30	42	51	57	180	3.7	5.6	8.5	10.8	5.2	
3. Colorado.....	15	6	11	7	4	2	0	0	0	0	0	1	7	16	17	4	60	85	157	123	425	3.6	5.9	12.3	12.3	7.1	
4. Illinois.....	78	50	28	9	3	2	0	0	0	0	1	11	25	61	55	17	41	147	264	368	820	7	2.6	5.4	7.9	3.9	
5. Indiana.....	11	2	6	1	2	0	0	1	0	0	1	1	1	13	6	1	8	21	30	40	99	1.1	2.9	4.7	7.3	3.1	
6. Iowa.....	24	11	15	4	2	3	0	0	0	0	0	3	15	18	14	5*	0	57	105	123	285	0	2.6	5.4	7.1	4.9	
7. Kansas.....	65	28	14	10	2	1	1	0	0	0	3	2	34	59	21	2	103	191	328	293	885	2.6	5.3	9.8	9.	6.3	
8. Michigan.....	6	5	5	5	7	2	2	0	0	0	0	1	7	7	12	5	68	101	119	93	381	6.	9.	10.	10.	9.	
9. Minnesota.....	19	2	3	3	0	1	1	0	0	0	0	3	10	11	1	*	81	116	61	119	377	31.	10.	6.	12.	10.	
10. Missouri.....	17	10	7	8	7	2	3	0	0	0	0	2	15	23	11	3	40	98	180	118	436	1.8	5.2	10.4	8.3	6.	
11. Montana.....	4	5	5	1	2	1	0	0	0	0	0	0	1	9	7	1	13	25	78	66	182	1.9	4.5	13.1	13.4	7.8	
12. Nebraska.....	18	17	29	13	12	2	5	0	0	0	0	2	20	46	11	17	68	101	195	201	565	2.	3.	6.	8.	4.6	
13. New Mexico...	5	3	6	1	0	0	0	0	0	0	0	0	2	6	6	1	5	23	42	25	95	0	4.3	10.7	8.7	5.3	
14. North Dakota..	1	4	4	6	6	13	3	4	1	1	0	0	9	13	9	10*	36	58	96	97	287	2.5	4.1	7.7	8.9	5.6	
15. Ohio.....	13	10	12	19	13	8	3	1	2	0	0	2	3	12	33	31	62	179	199	194	634	2.6	7.1	9.5	9.8	7.2	
16. Oklahoma.....	12	5	11	11	6	7	4	0	0	0	1	3	8	28	16	0	5	86	140	195	426	3	3.8	7.7	12.3	5.9	
17. South Dakota..	16	14	6	11	4	0	4	0	0	0	0	0	10	30	11	3	13	45	69	111	238	7	2.8	5.	8.6	3.9	
18. West Virginia..	4	2	3	3	4	6	1	0	0	0	0	0	2	12	9	0	24	32	61	82	199	2.9	4.4	9.7	16.	7.4	
19. Wisconsin.....	11	1	3	0	1	1	1	0	0	0	0	3	5	7	3	0	24	61	56	66	201	3.7	9.6	9.	12.	8.3	
20. Wyoming.....	6	0	3	1	2	1	0	0	0	0	0	2	4	6	1	0	8	37	36	40	121	1.9	8.8	9.8	13.5	8.1	
TOTALS.....	340	182	178	116	82	54	29	6	3	1	6	36	180	392	286	126*	698	1,542	2,326	2,419	6,985	2.1	4.7	7.9	9.3	5.3	

* Not all schools reported.

TABLE I (Continued)

NEW STAFF MEMBERS			DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)										EXPERIENCE (NEW TEACHERS)														
STATES			Men					Women					Men					Women									
			PhD	MA	BA	No BA	Less 15 hrs. Educ.	PhD	MA	BA	No BA	Less 15 hrs. Educ.	1 yr. yr.	2 yrs. yrs.	3 yrs. yrs.	4 yrs. yrs.	5 yrs. yrs.	6 yrs. yrs.	Less 1 yr. yr.	1 yr. yr.	2 yrs. yrs.	3 yrs. yrs.	4 yrs. yrs.	5 yrs. yrs.	6 yrs. yrs.		
1. Arizona.....	27	33	60	0	5	20	2	3	0	5	27	1	2	10	1	2	2	1	2	2	4	0	2	12			
2. Arkansas.....	31	51	82	3	7	16	5	8	0	9	36	6	5	7	4	1	2	2	5	10	10	6	4	3	2	4	13
3. Colorado.....	65	105	170	0	17	37	11	15	0	4	93	8	8	15	5	4	3	5	1	32	34	13	7	8	11	1	31
4. Illinois.....	181	341	522	2	38	132	9	10	2	46	278	15	18	33	23	17	14	9	16	69	159	31	30	25	17	12	67
5. Indiana.....	24	40	64	0	10	14	0	0	3	36	1	2	4	0	0	0	0	3	0	17	21	2	3	4	1	1	8
6. Iowa.....	56	134	190	0	13	40	3	0	0	12	115	7	4	3	4	8	9	2	3	27	48	13	14	8	8	5	38
7. Kansas.....	161	252	413	0	22	125	14	16	0	8	218	26	14	35	10	8	16	20	7	65	104	25	16	24	15	11	57
8. Michigan.....	23	45	68	0	4	16	3	0	0	12	32	1	1	4	5	1	1	1	0	11	18	5	1	2	1	0	18
9. Minnesota.....	27	82	109	0	7	19	1	0	0	6	74	2	4	2	3	4	2	2	0	14	20	11	6	11	6	2	26
10. Missouri.....	33	113	146	2	12	16	3	4	3	18	88	4	3	11	2	3	0	1	1	15	31	4	7	6	5	6	54
11. Montana.....	27	50	77	0	5	17	5	11	0	2	38	10	10	6	3	1	2	0	2	13	14	4	5	10	2	1	14
12. Nebraska.....	81	187	268	2	25	52	2	15	0	13	157	17	13	20	6	6	2	1	5	41	63	23	18	16	8	6	53
13. New Mexico...	39	38	77	0	14	22	3	3	0	12	26	0	1	4	3	1	4	4	2	21	11	3	4	5	1	1	13
14. North Dakota..	42	83	125*	0	7	34	1	5	0	3	68	12	9	11	3	4	4	2	2	16	23	12	13	9	6	3	17
15. Ohio.....	104	135	239	2	19	77	6	1	1	8	115	11	3	21	10	2	6	7	5	53	60	7	7	9	7	3	42
16. Oklahoma.....	80	119	199	1	20	54	5	3	1	20	88	10	7	13	3	4	4	4	7	45	33	5	15	10	5	4	47
17. South Dakota...	55	113	168	1	12	37	5	6	1	5	94	13	8	15	6	4	2	5	1	22	45	14	12	8	5	9	20
18. West Virginia..	18	29	47	0	9	8	1	3	0	5	20	4	2	7	1	2	0	0	1	7	13	3	2	0	0	1	11
19. Wisconsin.....	24	37	61	0	9	14	1	3	0	6	30	1	3	8	1	1	2	2	1	9	8	5	5	2	0	3	14
20. Wyoming.....	26	34	60	2	6	15	3	1	0	5	27	2	2	7	2	1	3	1	1	11	11	2	3	3	2	4	9
TOTALS.....	1,124	2,021	3,145*	15	261	765	83	107	8	202	1,660	151	119	236	95	74	78	72	62	507	745	191	174	167	102	78	564

* Not all schools reported.

TABLE I (Concluded)

STATES	LIBRARIANS				
	Number of Librarians Employed		Number of Hours of Training in Library Science		
	Full-time	Part-time	Over 23	16-23	6-15
1. Arizona.....	2	14	0	0	6
2. Arkansas.....	8	23	1	2	9
3. Colorado.....	7	31	0	1	7
4. Illinois.....	14	192	14	9	48
5. Indiana.....	4	24	9	7	4
6. Iowa.....	6	53	2	0	27
7. Kansas.....	23	124	5	1	46
8. Michigan.....	7	32	5	3	9
9. Minnesota.....	8	26	10	2	20*
10. Missouri.....	13	46	10	3	19
11. Montana.....	1	2	1	2	7
12. Nebraska.....	7	74	5	2	16
13. New Mexico.....	1	19	1	0	4
14. North Dakota.....	2	51	1	1	23
15. Ohio.....	8	106	8	2	18
16. Oklahoma.....	7	90	6	1	23
17. South Dakota.....	0	42	0	0	12
18. West Virginia.....	3	21	1	2	13
19. Wisconsin.....	3	17	6	1	10
20. Wyoming.....	4	9	1	0	4
TOTALS, 1946.....	128	996	86	39	325*

* Not all schools reported.

TABLE II
SUMMARY OF THE 1945-46 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING 200 TO 499 PUPILS

STATES	NUMBER OF SCHOOLS		ENROLLMENT DATA														GRADUATES		
			In Schools Reporting on Upper						By Grades						Total	Average per School			
	Pub-lic	Priv-ate	Total	3 yrs.	4 yrs.	5 yrs.	6 yrs.	7	8	9	10	11	12	Special					
1. Arizona.....	21	0	21	457	4,332	213	1,282	274	265	1,796	1,607	1,360	974	8	6,284	299.2	395	581	976
2. Arkansas.....	36	1	37	1,862	3,215	262	5,777	1,091	1,057	2,286	2,661	2,187	1,853	11	11,146	301.2	818	1,207	2,025
3. Colorado.....	33	7	40	944	10,247	249	1,366	251	265	3,470	3,360	2,931	2,462	52	12,800	320.	983	1,340	2,323
4. Illinois.....	100	42	142	420	45,074	225	700	76	110	13,154	12,618	10,620	9,637	234	46,449	327.1	3,257	5,205	8,462
5. Indiana.....	65	2	67	960	12,607	587	8,110	1,333	1,493	5,152	5,442	4,511	3,988	32	22,324	333.1	1,622	1,927	3,549
6. Iowa.....	78	6	84	5,025	17,963	410	2,777	381	439	5,648	7,349	6,446	5,876	36	26,175	311.6	2,384	3,065	5,449
7. Kansas.....	60	2	62	3,452	12,480	0	3,261	477	473	4,336	5,158	4,569	4,041	139	19,103	309.6	1,677	2,520	4,266
8. Michigan.....	97	12	109	4,495	15,121	1,570	15,309	2,208	2,606	8,169	9,959	7,833	6,557	63	36,495	334.8	2,464	3,958	6,422
9. Minnesota.....	47	6	53	12,740	3,049	0	0	0	0	967	5,548	4,864	4,378	32	15,789	297.9	1,581	2,504	4,085
10. Missouri.....	53	17	70	2,412	13,438	1,172	4,972	745	823	5,316	5,460	5,521	4,119	10	21,904	314.2	1,935	2,330	4,265
11. Montana.....	7	0	7	0	1,362	0	623	94	95	524	493	427	349	3	1,985	283.6	126	196	322
12. Nebraska.....	43	3	46	1,239	10,728	0	1,731	241	244	3,382	3,582	3,307	2,929	13	13,668	297.8	1,278	1,580	2,858
13. New Mexico.....	20	0	20	2,423	3,026	0	1,464	277	278	1,387	2,025	1,650	1,283	13	6,913	345.7	401	645	1,136
14. North Dakota.....	16	1	17	723	2,915	244	887	134	140	1,116	1,222	1,161	959	37	4,769	280.5	389	544	933
15. Ohio.....	161	18	179	3,433	20,330	1,496	31,087	5,216	5,542	12,216	12,560	11,030	9,437	15	56,346	314.8	3,737	5,516	9,253
16. Oklahoma.....	51	0	51	8,043	8,459	0	0	0	0	2,653	5,451	4,603	3,788	7	16,502	323.6	1,374	1,991	3,365
17. South Dakota.....	24	1	25	1,682	4,915	0	595	50	75	1,570	2,045	1,701	1,656	5	7,102	287.7	600	900	1,500
18. West Virginia.....	78	1	79	1,041	8,683	0	18,008	3,296	3,005	6,323	6,056	4,918	4,114	20	27,732	351.	1,386	2,377	3,763
19. Wisconsin.....	49	9	58	1,903	14,085	0	2,862	349	320	4,560	5,089	4,575	4,057	20	18,970	327.1	1,788	2,141	3,929
20. Wyoming.....	14	0	14	0	2,667	0	1,164	217	168	951	949	852	657	7	3,831	273.6	291	374	665
TOTALS, 1946...	1,053	128	1,181	53,374	214,696	6,419	102,008	16,710	17,428	85,349	98,973	85,156	73,114	757	376,587	318.9	28,576	40,910	69,486
1945:	1,046	117	1,163	56,831	208,056	6,273	98,414	16,369	16,931	84,589	95,367	83,250	72,435	613	369,574	318.	30,434	43,510	73,944
1944:			1,178	44,784	211,124	6,148	113,045	18,801	18,909	86,738	93,926	83,400	72,525	802	375,101	318.	34,425	42,476	76,901
1943:	Totals not comparable—data from one state lacking.																		
1942:			1,180	35,959	219,381	4,569	116,485	17,588	18,607	85,132	90,936	85,101	77,580	1,896	376,840	319.	34,002	29,108	74,010

TABLE II (Continued)

STATES	DAYS TAUGHT 1944-45					UNITS FOR GRADUATION										MINUTES IN CLASS PERIOD																		
	Less than 170 170 174 175 179 180 184 185 or more					FOUR-YEAR SCHOOLS					THREE-YEAR SCHOOLS					NON-LABORATORY SUBJECTS					LABORATORY SUBJECTS													
						Less than 16	17	18	19	20	Less than 12	12	13	14	15 or more																			
1. Arizona.....	0	9	10	2	0	0	16	1	3	0	0	0	0	0	0	0	0	0	0	0	0	4	1	13	2	0	0	1	14	6				
2. Arkansas.....	0	6	25	6	0	0	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	13	6	3	4	1	0	4	3	29			
3. Colorado.....	1	13	10	15	1	0	36	0	0	0	1	1	1	0	0	0	0	0	0	0	0	84	10	9	14	1	0	0	6	17	17			
4. Illinois.....	1	12	57	64	8	0	131	6	3	1	0	0	0	0	0	0	0	0	0	0	0	11	10	7	20	21	5	1	2	23	111			
5. Indiana.....	2	11	45	7	2	0	63	1	0	0	0	0	0	0	0	0	0	0	2	1	0	0	11	1	12	38	5	1	0	8	44	14		
6. Iowa.....	0	27	48	8	1	0	71	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	15	6	7	44	12	0	0	6	43	35		
7. Kansas.....	1	3	41	17	0	0	39	3	2	0	0	0	0	0	0	0	0	0	5	4	0	9	5	1	1	24	31	0	0	19	43			
8. Michigan.....	1	8	14	52	34	0	91	5	0	0	0	0	0	0	0	0	0	0	12	1	0	0	37	15	13	41	3	2	2	10	45	50		
9. Minnesota.....	5	28	16	3*	0	0	10	0	0	0	0	0	0	0	0	0	0	0	42	1	0	0	3	2	4	38	6	0	2	4	38	9		
10. Missouri.....	0	5	44	16	5	0	4	59	0	0	0	0	0	0	0	0	0	0	1	6	0	0	28	5	5	30	2	5	0	7	31	27		
11. Montana.....	0	3	3	1	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	2	1	1	0	0	2	1	4			
12. Nebraska.....	1	10	25	10	0	0	37	0	0	0	0	0	0	0	0	0	0	0	9	0	0	0	11	4	6	21	4	0	1	2	21	22		
13. New Mexico.....	0	5	10	5	0	0	14	2	0	0	0	4	4	0	0	0	0	0	4	0	0	0	2	1	1	12	3	0	0	0	12	8		
14. North Dakota.....	0	0	4	9	4	0	6	3	1	0	0	0	0	0	0	0	0	0	2	0	0	*	10	4	0	2	1	0	0	0	3	14		
15. Ohio.....	40	33	50	44	12	0	148	18	5	0	0	0	0	0	0	0	0	0	7	1	0	0	103	34	6	29	7	5	2	4	43	125		
16. Oklahoma.....	0	3	46	2	0	0	25	3	0	0	0	0	0	0	0	0	0	0	23	0	0	0	1	2	2	37	9	0	0	2	37	12		
17. South Dakota.....	0	9	10	6	0	0	20	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	6	0	1	15	3	0	0	1	16	8		
18. West Virginia.....	5	50	20	4	0	0	69	7	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	1	60	18	0	0	1	58	20		
19. Wisconsin.....	2	15	21	13	7	0	51	1	0	0	0	0	0	0	0	0	0	0	5	0	0	1	12	15	15	13	3	3	5	14	19	17		
20. Wyoming.....	0	2	10	0	0	14	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	1	9	1	0	1	9	4			
TOTALS, 1946.....	59	256	514	281*	70	0	882	109	14	1	1	1	1	141	15	1	11*	352	128	100	464	137	21	13	75	496	575							

* Not all schools reported.

TABLE II (Continued)

STATES	SUMMER SESSION																								
	Number of Schools Maintaining	Length in Days					Minutes in Class Period										Number of Clock Hours for Each Unit								
		Non-Laboratory Subjects					Laboratory Subjects					Number of Clock Hours for Each Unit													
20 to 29	30 to 39	40 to 49	50 to 59	60 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 100	100 to 109	110 to 119	120 to 129	130 to 139	140 or more			
1. Arizona.....	0	2	0	0	0	0	1	0	1	0	0	1	0	0	0	1	3	0	2	0	0	2	0		
2. Arkansas.....	0	15	1	0	3	1	4	0	3	5	6	0	1	0	1	0	0	2	0	0	15	2	0		
3. Colorado.....	0	0	3	0	0	0	1	0	1	0	1	0	0	0	0	0	0	1	1	0	1	0	0		
4. Illinois.....	0	8	4	0	1	1	0	0	4	4	3	0	0	0	0	0	5	3	0	1	7	1	1		
5. Indiana.....	0	3	9	1	1	0	4	2	1	6	1	1	1	1	0	3	1	4	0	0	7	1	2		
6. Iowa.....	0	3	2	0	1	0	0	2	2	1	0*	0	1	1	1	1	0*	3	0	0	3	0	0		
7. Kansas.....	3	0	0	3	0	0	1	1	0	1	0*	0	0	1	0	0	0*	0	0	0	3	0	3		
8. Michigan.....	3	0	1	1	1	0	0	0	0	2	0	0	0	0	0	2	0	1	0	0	1	0	1		
9. Minnesota.....	2	0	2	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0		
10. Missouri.....	2	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0		
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
13. New Mexico...	3	0	0	2	1	0	0	0	1	2	0	0	0	0	1	2	0	0	0	0	2	0	0		
14. North Dakota..	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0*		
15. Ohio.....	9	0	7	2	0	0	4	0	0	3	2	0	0	0	0	0	0	0	0	0	5	2	2		
16. Oklahoma.....	12	0	1	11	0	0	5	0	3	1	3	0	1	0	2	0	2	2	0	0	2	4	4		
17. South Dakota...	2	0	0	0	2	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	1		
18. West Virginia..	3	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1		
19. Wisconsin.....	2	0	0	2	0	0	2	0	0	0	0	0	0	1	0	1	0	2	0	0	0	0	0		
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTALS, 1946...	99	0	43	41	6	9	2	23	7	16	28	19*	1	10	5	6	15	10*	20	1	1	47	13	16*	

* Not all schools reported.

TABLE II (Continued)

STATES	NUMBER OF YEARS ADMINISTRATORS HAVE HELD PRESENT POSITION										SALARIES—ADMINISTRATORS																					
											Superintendents—Public Schools																Principals—Public Schools					
	I or less	2	3	4	5	6	II to 15	16 to 20	21 or more	1500 or 1749	1750 to 1999	2000 to 2499	2250 to 2749	2750 to 3099	3100 to 3499	3500 to 4099	4100 to 4599	4600 to 5099	5100 to 5499	5500 to 6099	6100 to 7099	7100 to 15000	15000 to 17499	17500 to 19999	20000 to 22499	22500 to 24999	25000 to 27499					
1. Arizona.....	5	5	2	2	2	0	3	I	I	2	0	0	0	0	I	2	3	2	I	0	0	0	0	0	0	0	0	0	0			
2. Arkansas.....	10	2	2	2	4	8	I	5	3	0	0	I	I	2	0	4	I3	9	2	I	0	0	0	0	0	0	0	0	0			
3. Colorado.....	15	7	2	4	I	2	7	0	0	0	0	0	0	3	0	2	10	2	I	0	0	0	0	0	0	2	0	3	5			
4. Illinois.....	12	27	15	15	6	21	16	15	15	0	0	0	0	0	4	7	7	3	4	2	I	0	0	0	0	0	0	0	I	0		
5. Indiana.....	14	6	6	2	2	11	9	12	5	0	0	0	0	0	3	8	I	0	0	0	0	0	0	0	0	0	0	I	3	14		
6. Iowa.....	24	12	9	5	4	15	4	4	2*	0	0	0	0	0	2	17	14	4	I	0	0	0	0	0	0	0	0	3	2	4		
7. Kansas.....	8	11	5	2	4	12	8	5	7	0	0	2	2	2	4	6	7	7	I	I	0	0	0	0	0	0	0	I	I	2		
8. Michigan.....	21	13	15	7	3	22	14	8	6	0	0	0	0	0	I	7	13	12	4	I	I	0	0	0	0	0	0	I	2	2		
9. Minnesota.....	12	8	8	5	3	5	2	3	7	0	0	0	I	2	2	7	10	2	0	0	0	0	0	0	0	0	0	I	4	4		
10. Missouri.....	17	14	5	7	5	9	I	10	2	0	0	I	3	3	6	5	3	0	0	0	0	0	0	I	0	I	5	10	6			
11. Montana.....	0	2	0	0	I	0	I	3	0	0	0	0	0	0	I	I	2	I	0	0	0	0	0	0	0	0	0	0	I	I		
12. Nebraska.....	11	6	5	5	I	9	4	2	3	0	0	0	0	0	8	13	3	0	0	0	0	0	0	0	0	0	0	I	I	7		
13. New Mexico.....	4	2	I	3	I	5	I	I	2	0	0	0	0	0	0	0	0	0	I	3	0	0	0	0	0	0	0	0	I	0		
14. North Dakota..	4	0	I	I	2	4	I	2	0*	0	0	0	0	0	I	3	6	I	0	0	0	0	0	0	0	0	0	0	I	2		
15. Ohio.....	20	24	15	21	26	24	11	17	21	0	0	I	2	2	25	28	13	2	I	I	I	0	0	0	0	I	2	14	18			
16. Oklahoma.....	14	4	7~	6	3	10	4	3	0	0	0	0	0	0	4	6	7	I	0	0	0	0	0	0	0	0	0	I	6	4		
17. South Dakota...	6	2	2	2	I	5	I	I	5	0	0	0	0	0	5	7	I	0	0	0	0	0	0	0	0	0	0	0	3	I		
18. West Virginia..	7	2	7	8	4	23	9	4	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	20		
19. Wisconsin.....	11	0	2	5	2	8	8	11	11	0	0	0	0	0	I	11	5	I	0	0	0	0	0	0	0	0	0	0	I	I		
20. Wyoming.....	5	3	0	2	0	3	0	I	3	0	0	0	0	0	I	3	I	0	0	0	0	0	0	0	0	0	0	0	0	3		
TOTALS, 1946...	230	150	100	104	73	199	103	108	98*	0	0	4	5	13	85	164	108	31	11	4	3	0	0	I	I	0	7	16	54	95		

* Not all schools reported.

TABLE II (Continued)

SALARIES—ADMINISTRATORS (Cont.)																																
STATES		Principals—Public Schools (Cont.)											Superintendents—Private Schools																			
		3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more		
1. Arizona.....	4	5	3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2. Arkansas.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3. Colorado.....	4	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4. Illinois.....	21	24	12	2	7	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5. Indiana.....	16	12	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6. Iowa.....	26	2	0	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7. Kansas.....	16	6	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8. Michigan.....	25	12	15	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
9. Minnesota.....	7	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10. Missouri.....	7	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11. Montana.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13. New Mexico...	10	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14. North Dakota..	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	38	10	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16. Oklahoma.....	16	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17. South Dakota..	4	3	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia..	51	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19. Wisconsin.....	9	8	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
20. Wyoming.....	20	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTALS, 1946...	272	102	47	6	9	1	1	1	1	0	6	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1

TABLE II (Continued)

STATES	SALARIES—ADMINISTRATORS (Cont.)																			TOTAL NUMBER OF ADMINISTRATORS								
	Principals—Private Schools																			Total—Public Schools				Total—Private Schools				
	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3249	3250 to 3499	3500 to 3749	3750 to 4000	4000 to 4249	4250 to 4499	4499 to 4749	4750 to 4999	5000 to 5249	5250 to 5499	5500 to 5749	5750 to 5999	6000 to 6249	6250 to 6499	6500 to 6749	6750 to 6999	7000 to 7249	7250 or more	
	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Colorado.....	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
4. Illinois.....	33	0	0	0	1	0	0	1	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	41
5. Indiana.....	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0*
7. Kansas.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
8. Michigan.....	7	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
9. Minnesota.....	5	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
10. Missouri.....	10	0	0	1	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
13. New Mexico...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	11	0	0	0	0	1	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	17
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
19. Wisconsin.....	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS, 1946...	84	0	0	1	1	1	0	2	1	2	6	6	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	111*
																				442	612	12	12					

TABLE II (Continued)

SALARIES—FULL-TIME TEACHERS																											
STATES	Public Schools—Men													Public Schools—Women													
	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	
1. Arizona.....	0	0	0	0	0	2	12	21	35	26	5	2	103	0	1	0	0	2	13	28	52	38	10	3	2	149	
2. Arkansas.....	0	4	7	9	6	15	10	2	14	13	3	15	98	8	37	148	65	26	8	3	1	1	0	0	0	297	
3. Colorado.....	0	0	0	1	9	28	33	20	18	7	1	2	119	8	2	5	45	108	70	18	1	1	1	0	5	264	
4. Illinois.....	0	0	0	0	0	2	28	67	74	88	89	112	541	1	2	2	16	113	322	261	124	40	12	7	29	929	
5. Indiana.....	0	0	0	0	0	7	26	72	67	70	42	24	334	0	0	1	5	36	131	163	54	30	6	3	10	439	
6. Iowa.....	0	0	3	0	5	11	31	49	89	61	41	57	347	5	2	6	12	95	343	152	20	24	10	1	11	681	
7. Kansas.....	0	2	0	0	2	11	66	57	111	76	54	19	398	0	2	5	43	87	184	121	39	39	10	6	0	536	
8. Michigan.....	0	0	0	0	0	13	24	54	67	100	90	29	426	2	1	3	14	94	236	158	78	33	18	5	7	649	
9. Minnesota.....	0	0	0	0	0	0	17	31	45	60	39	15	5	212	0	1	4	90	204	61	19	20	4	1	0	404	
10. Missouri.....	0	0	7	13	9	33	32	23	29	23	11	9	189	4	9	76	159	97	55	26	3	0	0	0	0	429	
11. Montana.....	0	0	0	0	0	0	6	1	7	3	3	5	25	0	0	0	2	7	22	11	12	0	0	0	0	54	
12. Nebraska.....	0	0	0	1	0	7	18	21	27	34	21	3	132	0	1	6	8	26	190	97	15	2	0	0	0	345	
13. New Mexico.....	0	0	0	0	1	7	10	11	17	19	23	6	94	0	0	0	2	10	45	50	35	22	6	2	2	174	
14. North Dakota.....	0	0	0	0	0	0	3	7	21	11	4	6	52	0	0	0	2	14	53	20	6	0	0	0	0	95	
15. Ohio.....	0	1	0	5	17	75	131	156	156	73	46	46	726	0	2	24	104	317	371	223	96	37	10	16	14	1,214	
16. Oklahoma.....	0	0	2	0	16	35	35	22	19	21	14	27	191	0	0	16	41	131	142	69	12	8	3	1	3	426	
17. South Dakota.....	0	0	0	0	0	5	17	22	33	12	11	6	106	1	0	0	11	23	91	45	6	0	0	0	0	177	
18. West Virginia.....	0	1	6	34	94	74	41	17	17	6	4	6	300	0	5	72	230	245	124	25	7	9	2	2	0	721	
19. Wisconsin.....	0	0	1	1	1	10	25	47	65	40	26	22	240	0	0	0	8	105	120	81	26	11	3	4	0	358	
20. Wyoming.....	0	0	0	0	0	1	3	4	16	9	4	6	43	1	1	0	0	7	34	33	13	3	0	0	0	92	
TOTALS, 1946.....	0	8	26	65	184	409	717	733	992	694	419	429	4,676	30	65	365	771	1,633	2,758	1,645	610	318	95	51	83	8,433	

TABLE II (Continued)

SALARIES—FULL-TIME TEACHERS (Cont.)																													
STATES	Private Schools—Men													Private Schools—Women													TOTAL FULL-TIME TEACHERS		
	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total		Public	Private
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	232	0	
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	1	56	1	1	0	0	0	0	0	0	0	0	0	2	395	2
3. Colorado.....	18	1	0	0	0	0	0	0	0	0	0	0	19	56	1	1	0	0	0	0	0	0	0	0	0	59	383	78	
4. Illinois.....	76	0	0	1	3	3	11	5	12	9	6	22	148	322	0	3	12	4	14	10	7	8	0	0	0	380	1,470	528	
5. Indiana.....	9	0	0	1	3	2	2	1	0	1	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	773	19	
6. Iowa.....	16	9	6	0	0	1	1	0	0	1	0	0	34	0	5	0	0	1	0	0	0	0	0	0	0	6	1,028	40	
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0*	0	0	0	0	0	0	0	0	0	0	0	0	0*	934	0*	
8. Michigan.....	0	0	0	0	0	0	0	3	8	5	0	5	21*	15	0	1	2	0	0	3	1	3	3	6	13	47*	1,075	68*	
9. Minnesota.....	0	0	0	0	0	7	3	1	0	0	0	0	11	5	0	0	0	0	13	1	0	0	0	0	0	19	616	30	
10. Missouri.....	28	0	1	9	0	9	19	19	9	3	5	7	109	79	6	4	0	2	4	2	1	4	5	2	4	113	618	222	
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	79	0	
12. Nebraska.....	0	0	0	0	0	1	0	3	0	0	0	0	4	35	0	0	0	0	0	0	0	0	0	0	0	35	477	39	
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	268	0	
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0*	147	0*	
15. Ohio.....	0	0	0	0	1	1	3	2	5	6	5	23	46	12	1	5	19	0	0	1	3	6	3	4	4	58	1,940	104	
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	617	0	
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	0	0	0	0	0	0	0	0	0	14	283	14	
18. West Virginia..	0	0	0	0	1	0	1	6	2	3	1	0	14	0	0	1	0	0	0	0	0	0	0	0	0	0	1,021	15	
19. Wisconsin.....	36	0	0	0	0	0	2	3	13	9	3	6	72	25	2	0	0	0	1	14	1	0	1	0	0	44	598	116	
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	135	0	
TOTALS, 1946....	183	10	7	11	8	24	42	43	49	37	20	63	497*	564	16	15	34	7	32	31	13	21	12	12	21	778*	13,109	1,275*	

* Not all schools reported.

TABLE II (Continued)

STATES	NO. OF SCHOOLS WITH PUPIL-TEACHER RATIO OF:												AVERAGE NO. CLASSES DAILY PER TEACHER							NO. OF PUPILS ENROLLED FOR 5 OR MORE UNITS					PER CENT ENROLLMENT IN EACH GRADE											
	To 14.0		14.1 to 16.0		16.1 to 18.0		18.1 to 20.0		20.1 to 22.0		22.1 to 24.0		24.1 to 26.0		26.1 to 28.0		28.1 to 30.0		Over 30		Less than 3	3	4	5	6	7 or more	9	10	11	12	Total	9	10	11	12	Total
	14.0	16.0	14.1	16.0	16.1	18.0	18.1	20.0	20.1	22.0	22.1	24.0	24.1	26.0	26.1	28.0	28.1	30.0																		
1. Arizona.....	0	4	8	4	2	3	0	0	0	0	0	0	4	13	4	0	69	168	179	180	596	3.8	10.5	13.2	18.5	10.4										
2. Arkansas.....	1	0	3	6	9	8	6	2	2	0	0	0	3	15	16	3	167	273	256	207	903	7.3	10.3	11.7	11.2	8.1										
3. Colorado.....	0	4	6	5	5	6	9	3	2	0	0	1	3	22	13	1	183	292	405	314	1,104	5.3	8.7	10.4	12.8	9.4										
4. Illinois.....	6	18	19	34	26	24	9	6	0	0	1	3	32	71	28	7	286	589	840	1,087	2,802	2.2	4.7	7.9	11.3	6.1										
5. Indiana.....	1	5	9	16	15	11	7	3	0	0	0	3	6	47	9	2	136	290	445	471	1,342	2.	5.	8.	10.	7.										
6. Iowa.....	6	11	19	31	12	3	0	2	0	0	1	1	28	40	6	2*	15	127	282	528	952	-3	1.6	4.4	8.9	3.8										
7. Kansas.....	0	5	9	16	17	6	3	3	3	0	0	16	41	5	0	150	503	755	647	2,055	3.4	9.7	16.	16.	11.											
8. Michigan.....	1	2	9	7	30	25	17	12	5	1	0	15	58	28	8	207	710	914	969	2,800	3.	8.	12.	15.	9.											
9. Minnesota.....	8	9	6	8	9	11	2	0	0	0	0	19	30	1	0*	614	518	578	651	2,361	64.	9.	11.	12.	14.											
10. Missouri.....	4	1	4	15	15	15	9	5	2	0	0	1	12	39	15	3	107	393	491	377	1,368	2.	7.2	8.9	9.2	6.7										
11. Montana.....	0	1	4	0	1	0	0	0	0	0	0	1	4	2	0	0	9	35	61	64	169	1.7	7.1	1.4	1.8	9.4										
12. Nebraska.....	0	2	7	6	13	6	8	2	2	0	0	1	6	32	7	0	25	101	459	422	1,067	.7	4.	14.	14.	12.										
13. New Mexico...	0	0	5	4	7	2	2	0	0	0	0	4	12	4	0	1	64	111	133	309	.1	3.2	6.7	10.4	4.8											
14. North Dakota...	1	1	0	0	5	4	3	3	0	0	0	0	0	8	7	1*	4	113	94	102	313	.3	9.3	8.1	10.6	9.										
15. Ohio.....	5	7	18	32	46	27	27	12	4	1	3	2	8	56	62	48	322	804	1,083	1,035	3,244	2.6	6.2	9.8	11.	7.1										
16. Oklahoma.....	0	0	4	3	16	14	6	6	2	0	0	1	3	37	8	2	3	300	454	596	1,353	.1	5.5	9.8	15.7	8.1										
17. South Dakota...	1	2	6	6	6	3	1	0	0	0	0	10	12	3	0	5	70	109	169	353	.3	3.4	6.1	10.2	4.9											
18. West Virginia...	0	0	5	0	11	22	16	19	6	0	0	0	0	6	48	24	1	475	744	813	754	2,786	7.5	12.2	16.5	18.3	13.									
19. Wisconsin.....	4	3	4	17	11	6	10	1	2	0	0	2	8	32	14	2	338	781	785	685	2,589	7.4	15.3	17.2	16.9	14.2										
20. Wyoming.....	0	1	3	6	1	2	0	1	0	0	0	1	8	5	0	35	65	157	94	351	3.6	6.8	18.4	14.3	10.2											
TOTALS, 1946...	38	72	138	221	255	199	140	84	30	4	5	16	185	625	261	80*	3,151	7,000	9,271	9,485	28,907	3.7	7.1	10.9	12.9	7.7										

* Not all schools reported.

TABLE II (Continued)

STATES	NEW STAFF MEMBERS		DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)										EXPERIENCE (NEW TEACHERS)															
			Men					Women					Men						Women									
	Men	Wom- en	Total	PhD	MA	BA	No BA	Less 15 hrs. Educ.	PhD	MA	BA	No BA	Less 15 hrs. Educ.	Less 1 yr. 1 yr.	1 yr. 1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Less 1 yr. 1 yr.	1 yr. 1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	
1. Arizona.....	48	58	106	0	18	27	3	4	0	15	40	3	1	11	3	2	2	2	2	8	20	18	4	6	4	5	4	17
2. Arkansas.....	42	100	142	0	6	29	7	6	0	13	65	22	18	8	6	3	1	2	3	19	34	10	11	4	8	4	20	59
3. Colorado.....	80	139	219	0	19	50	11	8	0	19	110	10	9	22	6	6	6	5	4	31	47	20	14	12	6	4	36	
4. Illinois.....	217	400	617	8	53	151	5	8	1	68	316	15	13	46	15	20	18	20	16	82	132	41	39	26	23	13	70	
5. Indiana.....	111	146	257	1	40	66	4	4	0	16	127	3	2	21	3	9	6	3	3	66	49	12	9	14	5	5	52	
6. Iowa.....	178	315	493	2	53	114	9	3	0	33	262	20	2	33	10	16	11	13	9	86	96	27	35	35	20	14	88	
7. Kansas.....	107	166	273	0	31	72	4	2	0	18	141	7	6	12	6	6	4	10	4	65	54	14	12	12	5	10	59	
8. Michigan.....	174	277	451	1	44	120	9	3	3	25	241	8	4	26	9	10	12	14	9	94	113	24	26	23	9	12	70	
9. Minnesota.....	88	197	285	0	22	60	6	1	0	14	179	4	0	11	6	3	6	4	5	53	40	22	25	20	15	10	65	
10. Missouri.....	131	179	310	0	36	90	5	7	0	25	143	11	3	21	13	13	10	11	4	54	65	16	14	17	11	6	50	
11. Montana.....	11	21	32	0	0	6	5	3	0	0	17	4	3	3	2	0	2	0	0	4	4	1	2	1	2	1	10	
12. Nebraska.....	72	127	199	0	23	43	6	4	0	11	106	10	6	10	5	5	8	4	2	38	46	10	7	15	8	7	34	
13. New Mexico.....	29	53	82	0	9	13	7	5	0	6	46	1	4	7	1	1	4	0	0	16	19	3	7	6	2	14		
14. North Dakota.....	18	48	66	0	2	16	0	0	0	2	46	0	3	4	1	1	1	0	0	9	20	3	3	3	2	3	14	
15. Ohio.....	356	495	851	3	77	263	13	3	2	50	425	18	3	78	32	28	25	24	25	144	173	52	40	41	32	23	128	
16. Oklahoma.....	106	152	258	0	34	67	5	6	0	31	111	10	8	15	2	2	3	6	12	66	46	17	11	13	13	10	42	
17. South Dakota.....	41	64	105	0	5	28	8	4	0	2	56	6	2	11	1	5	3	2	2	17	23	5	5	6	7	4	14	
18. West Virginia.....	103	165	268	0	20	69	14	17	0	13	130	22	13	41	5	8	3	4	3	39	75	22	7	13	4	1	43	
19. Wisconsin.....	96	171	267	0	24	63	9	5	0	11	153	7	2	23	6	6	8	4	2	47	75	19	23	6	7	7	34	
20. Wyoming.....	27	48	75	0	11	15	1	1	0	2	45	1	1	1	1	1	2	1	3	18	19	7	2	1	4	0	15	
TOTALS, 1946..	2,035	3,321	5,356	15	527	1,362	131	94	6	374	2,759	182	100	403	141	145	135	129	114	968	1,148	320	304	272	191	150	927	

TABLE II (Concluded)

STATES	LIBRARIANS				
	Number of Librarians Employed		Number of Hours Training in Library Science		
	Full-time	Part-time	Over 23	16-23	6-15
1. Arizona.....	10	39	5	2	6
2. Arkansas.....	9	38	1	2	12
3. Colorado.....	16	24	7	1	18
4. Illinois.....	63	96	38	15	63
5. Indiana.....	20	57	40	20	6
6. Iowa.....	23	65	8	2	31
7. Kansas.....	34	35	10	5	21
8. Michigan.....	36	81	14	10	39
9. Minnesota.....	31	25	30	2	24
10. Missouri.....	29	43	7	4	29
11. Montana.....	3	5	1	1	3
12. Nebraska.....	12	32	4	4	20
13. New Mexico.....	13	12	9	0	7
14. North Dakota.....	7	16	3	0	12
15. Ohio.....	60	169	48	57	68
16. Oklahoma.....	19	40	6	2	19
17. South Dakota.....	7	19	1	1	12
18. West Virginia.....	33	55	11	6	52
19. Wisconsin.....	13	52	10	7	40
20. Wyoming.....	3	11	2	2	6
TOTALS, 1946.....	441	914	255	143	488

TABLE III

SUMMARY OF THE 1945-46 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING 500 TO 999 PUPILS

STATES	TOTAL NUMBER SCHOOLS		ENROLLMENT DATA										GRADUATES							
	PublicPrivate		In Schools Reporting on Upper						By Grades						Total Number En- rolled	Aver- age per School	Boys	Girls	Total	
			6 yrs.						7	8	9	10	11	12						Spe- cial
			3 yrs.	4 yrs.	5 yrs.	6 yrs.														
1. Arizona.....	4	0	4	0	2,870	0	0	0	0	0	888	825	592	461	4	2,870	717.5	172	241	413
2. Arkansas.....	11	0	11	1,350	875	0	4,571	939	838	1,085	1,564	1,288	1,077	5	6,796	617.8	415	843	1,258	
3. Colorado.....	10	0	10	2,681	2,403	0	1,690	280	289	1,072	2,012	1,711	1,403	7	6,774	677.4	507	733	1,306	
4. Illinois.....	46	20	66	2,279	45,302	0	0	0	0	13,276	13,530	11,333	9,496	146	47,781	724.	3,610	4,717	8,336	
5. Indiana.....	39	1	40	4,706	16,193	966	6,850	924	1,201	6,388	8,103	6,548	5,412	29	28,655	716.4	2,474	3,097	5,571	
6. Iowa.....	19	1	20	6,380	8,195	0	0	0	0	2,083	4,854	4,131	3,500	7	14,575	728.8	1,504	1,975	3,479	
7. Kansas.....	21	1	22	4,194	3,700	0	6,147	1,157	1,107	2,064	3,889	3,204	2,593	27	14,041	638.2	1,149	1,644	2,793	
8. Michigan.....	48	2	50	10,024	12,031	1,052	10,102	1,356	1,672	6,149	9,434	8,018	6,478	102	33,209	664.2	2,629	3,587	6,216	
9. Minnesota.....	21	5	26	8,951	6,854	0	3,327	405	412	2,934	6,006	5,158	4,478	39	19,132	735.9	1,879	2,397	4,276	
10. Missouri.....	19	4	23	3,343	8,762	1,385	1,978	285	425	3,413	4,310	3,875	3,113	47	15,468	672.5	1,563	1,623	3,186	
11. Montana.....	4	0	4	0	2,729	0	0	0	0	784	745	614	573	13	2,729	682.3	207	202	499	
12. Nebraska.....	7	0	7	2,772	2,165	0	0	0	0	673	1,661	1,435	1,164	4	4,937	705.3	497	765	1,262	
13. New Mexico.....	4	0	4	558	687	0	1,183	254	238	426	604	5,407	486	13	2,428	607.	116	190	366	
14. North Dakota.....	5	0	5	2,138	778	0	517	90	79	358	1,022	997	885	2	3,433	686.6	346	469	815	
15. Ohio.....	75	4	79	9,433	19,840	2,980	25,682	3,903	4,785	11,663	14,631	12,396	10,526	31	57,935	733.4	4,272	6,043	10,315	
16. Oklahoma.....	12	0	12	4,645	3,969	0	0	0	0	1,158	3,033	2,433	1,943	47	8,614	717.8	756	1,179	1,935	
17. South Dakota.....	2	0	2	1,432	0	0	0	0	0	0	554	453	416	9	1,432	716.	152	226	378	
18. West Virginia.....	44	0	44	5,744	8,770	0	16,385	3,005	2,600	5,995	7,755	6,192	5,201	61	30,809	702.3	1,979	2,928	4,907	
19. Wisconsin.....	38	7	45	7,335	17,331	683	6,614	653	760	6,122	8,883	7,937	6,684	924	31,963	710.3	2,550	3,704	6,254	
20. Wyoming.....	4	0	4	993	1,420	0	926	158	169	595	937	802	675	3	3,339	834.8	309	376	685	
TOTALS, 1946.....	433	45	478	78,958	165,074	7,006	85,972	13,459	14,665	66,926	94,352	79,524	66,564	1,520	337,010	705.	27,155	37,029	64,184	
1945.....	402	45	447	74,672	155,695	3,835	79,441	13,043	13,049	64,546	86,540	72,960	62,395	1,110	313,643	701.	26,226	33,740	59,966	
1944.....	417	42	459	79,272	148,950	2,888	91,108	14,894	14,805	63,600	87,393	75,458	64,951	1,117	322,218	702.	31,440	37,340	68,780	
1943.....	Totals not comparable—data from one state lacking																			
1942.....			505	78,143	169,969	4,849	96,020	14,463	14,978	67,692	91,722	82,872	75,625	1,629	348,981	690.	34,568	36,933	71,501	

TABLE III (Continued)

STATES	DAYS TAUGHT 1944-45										UNITS FOR GRADUATION										MINUTES IN CLASS PERIOD									
											Four-Year Schools					Three-Year Schools					Non-Laboratory Subjects					Laboratory Subjects				
	Less than 170	170 to 174	175 to 179	180 to 184	185 or more	Less than 16	16	17	18	18	20	Less than 12	12	13	14	15	40 to 44	45 to 49	50 to 54	55 to 59	60 or more	40 to 44	45 to 49	50 to 54	55 to 59	60 or more				
1. Arizona.....	0	3	0	1	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	3	1				
2. Arkansas.....	0	3	6	2	0	0	9	0	0	0	0	0	1	0	1	0	3	2	0	5	1	0	0	0	3	8				
3. Colorado.....	0	1	3	6	0	0	5	1	0	0	0	0	2	2	0	0	1	0	1	6	2	0	0	1	8	1				
4. Illinois.....	3	4	17	38	4	0	58	5	0	0	0	0	2	1	0	0	27	4	4	17	14	3	1	3	19	40				
5. Indiana.....	0	7	19	9	5	0	29	5	0	0	0	0	6	0	0	0	3	1	14	20	2	0	1	12	19	8				
6. Iowa.....	0	2	7	9	2	0	12	0	0	0	0	0	7	1	0	0	0	1	4	7	8	0	0	4	7	9				
7. Kansas.....	0	7	7	8	0	0	9	4	3	0	0	0	2	2	2	0	0	0	2	13	7	0	0	1	13	8				
8. Michigan.....	0	3	5	29	13	0	32	3	1	0	0	0	13	1	0	0	4	8	6	30	2	0	2	5	20	13				
9. Minnesota.....	2	16	2	5	0*	0	8	0	0	1	0	0	17	0	0	0	1	2	3	17	3	1	1	2	18	4				
10. Missouri.....	0	1	13	5	4	0	1	16	1	0	0	0	0	3	0	2	1	3	3	15	1	0	1	3	14	5				
11. Montana.....	0	1	3	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	3	1				
12. Nebraska.....	0	1	2	4	0	0	4	0	0	0	0	0	3	0	0	0	3	0	2	1	1	2	0	2	2	1				
13. New Mexico.....	0	1	1	2	0	0	3	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	2	1				
14. North Dakota.....	0	0	3	1	0*	0	1	0	0	0	0	0	3	0	0	0*	0	0	1	3	1	0	0	1	3	1				
15. Ohio.....	3	16	28	30	2	0	61	11	1	0	0	0	6	0	0	0	48	6	2	20	3	2	1	2	23	51				
16. Oklahoma.....	0	0	12	0	0	0	3	3	0	0	0	0	5	1	0	0	0	0	2	5	0	0	0	2	5	5				
17. South Dakota.....	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	1	1				
18. West Virginia.....	3	27	11	3	0	0	30	6	0	0	0	0	5	3	0	0	0	1	3	33	7	0	0	3	31	10				
19. Wisconsin.....	0	5	15	12	13	0	3	2	0	0	0	0	9	1	0	0	10	6	16	11	2	5	3	16	10	11				
20. Wyoming.....	0	0	4	0	0	0	3	0	0	0	0	0	1	0	0	0	0	0	1	2	1	0	0	1	2	1				
TOTALS, 1946.....	11	99	158	165	43*	0	305	58	8	1	0	0	84	16	2	5*	101	35	65	213	64	13	11	58	215	180				

* Not all schools reported.

TABLE III (Continued)

STATES		SUMMER SESSION																							
		Length in Days					Minutes in Class Period										No. of Clock Hours for Each Unit								
							Laboratory Subjects																		
							Non-Laboratory Subjects																		
Number of Schools Main-taining		20 to 29	30 to 39	40 to 49	50 to 59	60 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 100	100 to 109	110 to 119	120 to 129	130 to 139	140 or more	
1. Arizona.....		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....		6	0	3	0	0	3	0	3	0	0	3	0	0	1	0	0	1	0	0	0	0	6	0	0
3. Colorado.....		2	0	1	1	0	0	0	1	1	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0
4. Illinois.....		20	0	11	6	0	3	1	3	0	6	8	1	0	1	0	0	3	5	5	0	11	0	4	0
5. Indiana.....		25	0	10	14	0	1	1	3	2	6	12	1	0	2	0	4	9	0	4	0	1	13	4	3
6. Iowa.....		8	0	2	4	0	2	0	3	1	1	3	0	0	1	1	1	1	0*	4	0	0	1	0	3
7. Kansas.....		7	0	1	4	0	2	0	2	1	2	1	1	0	2	1	2	1	1	2	0	0	1	0	4
8. Michigan.....		8	1	2	5	0	0	0	3	0	2	3	0	0	1	0	0	0	1	3	0	1	0	0	4
9. Minnesota.....		7	1	3	1	0	2	0	3	0	0	2	2	0	1	0	0	0	0	2	0	3	0	0	2
10. Missouri.....		3	0	2	1	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	2	0	1
11. Montana.....		1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0
12. Nebraska.....		1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
13. New Mexico....		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota...		3	0	0	1	0	2	0	1	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	1
15. Ohio.....		23	0	10	13	0	0	2	3	2	5	6	5	0	0	0	0	0	1	3	2	0	17	0	1
16. Oklahoma.....		8	0	0	6	0	2	0	2	1	0	3	3	0	1	0	0	1	1	2	0	0	0	1	5
17. South Dakota...		1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
18. West Virginia..		10	1	4	5	0	0	0	1	0	4	2	3	0	0	0	1	1	1	0	0	3	5	2	0
19. Wisconsin.....		6	0	6	0	0	0	0	1	1	1	3	0	0	0	1	0	0	0	4	0	0	0	0	2
20. Wyoming.....		1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0
TOTALS, 1946..		140	3	57	63	0	17	4	20	9	20	52	16	1	11	4	8	20	10*	33	2	5	58	10	32

* Not all schools reported.

TABLE III (Continued)

SALARIES—FULL-TIME TEACHERS																											
Public Schools—Men														Public Schools—Women													
STATES	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	
1. Arizona.....	0	0	0	0	0	0	8	12	11	11	10	14	55	0	0	0	0	0	0	5	9	14	11	5	1	4	49
2. Arkansas.....	0	3	0	2	6	5	4	4	10	4	2	8	48	1	20	63	39	22	8	5	0	1	0	0	0	0	159
3. Colorado.....	0	0	0	2	1	21	24	12	7	0	0	0	88	0	0	4	29	46	39	25	8	1	1	1	0	0	153
4. Illinois.....	31	2	16	2	6	15	36	50	82	93	30	23	386	25	3	14	22	52	185	181	156	95	32	25	8	798	
5. Indiana.....	0	0	0	0	0	5	9	52	58	74	58	34	70	360	0	1	0	9	31	69	144	116	89	44	33	66	602
6. Iowa.....	0	0	0	0	0	1	2	17	20	48	41	23	28	180	0	0	0	3	34	81	111	60	50	15	5	0	359
7. Kansas.....	0	0	0	0	0	1	3	33	26	45	24	25	13	170	0	0	0	6	66	135	90	23	15	7	8	4	354
8. Michigan.....	0	0	0	0	0	3	5	18	62	92	100	68	86	434	0	1	2	13	50	130	147	96	65	42	25	22	593
9. Minnesota.....	0	0	0	0	0	1	5	11	29	65	52	12	16	191	0	0	0	4	51	131	43	48	49	54	4	0	384
10. Missouri.....	2	0	1	7	2	13	12	19	28	20	18	19	19	141	3	2	27	110	62	36	35	14	14	9	16	5	333
11. Montana.....	0	0	1	0	0	0	1	9	12	11	7	0	2	43	0	0	0	2	4	13	16	10	4	6	0	0	55
12. Nebraska.....	0	0	0	0	0	1	5	14	9	5	7	0	41	0	0	0	0	7	62	37	0	0	0	0	0	0	106
13. New Mexico.....	0	0	0	0	0	1	4	6	11	1	3	6	32	0	0	0	0	0	9	14	21	7	4	2	1	58	
14. North Dakota.....	0	0	0	0	0	0	5	9	4	16	9	11	1	55	0	0	0	7	12	31	25	13	1	0	0	0	89
15. Ohio.....	0	0	1	1	15	45	89	156	161	97	88	138	791	0	1	10	58	137	200	227	160	88	55	45	132	1,113	
16. Oklahoma.....	0	0	0	2	4	13	18	15	23	6	11	11	11	103	0	0	5	12	43	61	41	18	4	6	2	1	103
17. South Dakota.....	0	0	0	0	0	0	0	3	2	5	0	1	11	0	0	0	1	9	7	7	4	1	1	0	0	0	30
18. West Virginia.....	0	0	1	22	51	63	52	50	29	12	10	6	206	1	5	40	201	231	147	121	75	8	0	1	3	833	
19. Wisconsin.....	0	0	1	0	10	10	39	56	99	79	42	72	408	0	0	6	21	107	146	125	66	28	41	20	31	591	
20. Wyoming.....	0	0	0	0	0	0	3	1	5	15	11	2	1	38	0	0	0	0	0	21	23	11	22	4	0	0	81
TOTALS, 1946..	33	5	21	38	106	220	430	621	844	642	396	515	3,871	30	33	171	537	964	1,516	913	553	326	187	277	6,933		

TABLE III (Continued)

STATES		SALARIES—ADMINISTRATORS (Cont.)															TOTAL NUMBER OF ADMINISTRATORS			
		Principals—Private Schools															TOTAL NUMBER OF ADMINISTRATORS			
		Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Illinois.....	18	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	20	0
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0*	0
7. Kansas.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
8. Michigan.....	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	2
9. Minnesota.....	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5
10. Missouri.....	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13. New Mexico...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	4	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5	5
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19. Wisconsin.....	6	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS, 1946...	39	0	1	1	0	1	0	0	0	0	1	2	0	0	0	0	0	0	82	348*
																			1	44*

* Not all schools reported.

TABLE III (Continued)

STATES			SALARIES—ADMINISTRATORS (Cont.)																													
			Principals—Public Schools (cont.)										Superintendents—Private Schools																			
			3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	7000 to 7499	7500 or more	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more		
1. Arizona.....	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
2. Arkansas.....	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
3. Colorado.....	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
4. Illinois.....	0	0	0	0	1	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
5. Indiana.....	7	7	14	7	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
6. Iowa.....	2	5	4	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
7. Kansas.....	5	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8. Michigan.....	9	13	13	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
9. Minnesota.....	6	4	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10. Missouri.....	4	7	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11. Montana.....	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13. New Mexico....	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14. North Dakota..	1	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	20	21	11	6	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
16. Oklahoma.....	2	3	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17. South Dakota..	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia..	24	10	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19. Wisconsin.....	4	8	7	3	4	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20. Wyoming.....	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTALS, 1946..	94	95	76	36	12	4	3	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	

TABLE III (Continued)

STATES	NUMBER OF YEARS ADMINISTRATORS HAVE HELD PRESENT POSITION								SALARIES—ADMINISTRATORS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
									Superintendents—Public Schools												Principals—Public Schools																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
	I or less	2	3	4	5	6 or 10	11 or 15	16 or 20	21 or more	1500 1749	1750 1999	2000 2249	2250 2749	2500 2999	2750 3499	3000 3999	3500 4499	4000 5499	4500 5999	5000 6499	6000 7499	7500 more	1500 1749	1750 1999	2000 2249	2250 2749	2500 2999	2750 3499	3000 3999	3500 4499	4000 5499	4500 5999	5000 6499	6000 7499	7500 more	1500 1749	1750 1999	2000 2249	2250 2749	2500 2999																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
1. Arizona.....	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Not all schools reported.

TABLE III (Continued)

STATES	SALARIES—FULL-TIME TEACHERS (Cont.)																							TOTAL FULL-TIME TEACHERS						
	Private Schools—Men												Private Schools—Women																	
	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799		2800 to 2999	3000 or more	Total	Public	Private	
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	104	0	0	
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	207	0	0	
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	241	0	0	
4. Illinois.....	162	0	0	0	4	14	13	7	8	6	1	7	222	228	0	3	11	15	13	6	1	0	0	0	0	0	277	1,184	499	0
5. Indiana.....	0	0	0	0	0	0	0	1	8	6	6	20	41	0	0	0	0	0	0	0	0	0	0	0	0	0	962	41	0	
6. Iowa.....	0	19	0	0	0	1	0	0	1	0	0	0	21	0	1	0	3	0	0	0	0	0	0	0	0	4	539	25	0*	
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3	2	2	1	0	1	0	0	0	524	0*	0	0	
8. Michigan.....	0	0	0	0	0	1	4	2	4	8	0	2	21	0	0	1	3	2	2	1	0	1	0	1	0	10	1,027	31	0	
9. Minnesota.....	4	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	1	575	5	0	
10. Missouri.....	73	0	0	0	1	2	3	2	1	0	1	1	84	21	0	0	1	0	0	0	0	0	0	0	0	22	474	106	0	
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	98	0	0	
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	147	0	0	
13. New Mexico....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	90	0	0	
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	144	0	0	
15. Ohio.....	0	0	2	0	2	0	1	0	5	0	0	2	12	0	0	3	5	4	0	0	0	0	0	0	0	12	1,904	24	0	
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	206	0	0	
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	41	0	0	
18. West Virginia..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,129	0	0	
19. Wisconsin.....	0	0	0	1	1	2	6	3	0	4	0	1	18	28	0	4	1	0	2	0	1	0	0	0	0	36	999	54	0	
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	119	0	0	
TOTALS, 1946....	239	19	2	1	8	20	27	15	27	24	8	33	423	278	1	11	24	21	17	7	2	0	1	0	0	362	10,804	783*	0	

* Not all schools reported.

TABLE III (Continued)

STATES	NUMBER OF SCHOOLS WITH PUPIL-TEACHER RATIO OF:										AVERAGE NUMBER CLASSES DAILY PER TEACHER					NUMBER OF PUPILS ENROLLED FOR 5 OR MORE UNITS					PERCENT OF TOTAL ENROLLMENT IN EACH GRADE																
	To 14.0		14.1 to 16.0		16.1 to 18.0		18.1 to 20.0		20.1 to 22.0		22.1 to 24.0		24.1 to 26.0		26.1 to 28.0		28.1 to 30.0		Over 30.0		Less than 3	3 to 4	4 to 5	5 to 6	6 to 7 or more	9	10	11	12	Total	9	10	11	12	Total		
	14.0	14.1	16.0	16.1	18.0	18.1	20.0	20.1	22.0	22.1	24.0	24.1	26.0	26.1	28.0	28.1	30.0	30.1	30.2	30.3	3 to 4	4 to 5	5 to 6	6 to 7 or more	9	10	11	12	Total	9	10	11	12	Total			
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	155	155	102	90	502	15.7	18.8	17.2	19.5	17.5			
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	32	43	46	189	2.9	2.8	3.6	6.3	2.8				
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	63	199	354	281	897	5.9	9.1	20.6	20.	13.3				
4. Illinois.....	0	1	1	1	7	11	20	12	11	0	3	2	22	32	6	1	196	600	953	1,138	2,887	1.5	4.4	8.4	12.9	10.0	499	542	524	1,765	3.1	6.0	9.1	10.0	7.0		
5. Indiana.....	2	0	1	4	12	9	8	2	1	1	0	0	9	25	5	1	200	499	542	524	1,765	3.1	6.0	9.1	10.0	7.0	499	542	524	1,765	3.1	6.0	9.1	10.0	7.0		
6. Iowa.....	0	1	2	4	7	3	3	0	0	0	0	0	9	10	0	0	59	173	300	313	845	2.8	3.6	7.3	8.9	5.8	173	300	313	845	2.8	3.6	7.3	8.9	5.8		
7. Kansas.....	0	0	0	0	2	5	7	5	1	2	0	0	16	1	0	0	1,083	1,113	820	3,454	21.1	27.8	34.7	31.5	24.6	1,083	1,113	820	3,454	21.1	27.8	34.7	31.5	24.6			
8. Michigan.....	0	1	0	3	12	8	13	7	4	2	1	0	11	33	4	1	383	681	1,206	1,081	3,351	6.7	15.1	17.1	11.0	10.0	681	1,206	1,081	3,351	6.7	15.1	17.1	11.0	10.0		
9. Minnesota.....	0	0	0	0	0	0	0	0	0	0	0	0	3	8	2	0	1,204	420	740	890	3,203	42.0	6.0	12.0	20.0	10.0	1,204	420	740	890	3,203	42.0	6.0	12.0	20.0	10.0	
10. Missouri.....	0	1	1	2	3	6	6	1	1	2	0	0	7	14	2	0	84	418	514	462	1,478	2.5	9.7	13.3	14.8	10.0	84	418	514	462	1,478	2.5	9.7	13.3	14.8	10.0	
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	7	31	78	57	173	.9	4.1	12.7	10.0	6.3	7	31	78	57	173	.9	4.1	12.7	10.0	6.3	
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	1	112	171	225	509	0	7.0	12.0	20.0	10.0	1	112	171	225	509	0	7.0	12.0	20.0	10.0	
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	14	25	35	40	114	3.3	4.2	8.6	8.2	5.9	14	25	35	40	114	3.3	4.2	8.6	8.2	5.9	
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	20	74	42	88	224	5.5	7.2	4.2	9.9	6.8	20	74	42	88	224	5.5	7.2	4.2	9.9	6.8	
15. Ohio.....	0	0	0	0	0	0	0	0	0	0	0	0	1	5	30	28	15	509	1,188	1,321	1,433	4,451	4.4	8.1	10.6	13.6	9.0	509	1,188	1,321	1,433	4,451	4.4	8.1	10.6	13.6	9.0
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	1	9	2	0	9	217	438	412	1,076	.7	7.0	18.0	21.0	12.0	9	217	438	412	1,076	.7	7.0	18.0	21.0	12.0	
17. South Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	15	36	62	113	0	2.7	7.9	14.9	7.9	0	15	36	62	113	0	2.7	7.9	14.9	7.9	
18. West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	4	34	5	564	583	929	1,001	3,077	9.4	7.5	15.0	19.2	12.2	564	583	929	1,001	3,077	9.4	7.5	15.0	19.2	12.2	
19. Wisconsin.....	0	0	0	0	0	0	0	0	0	0	0	0	0	18	21	6	390	860	860	863	2,973	6.4	9.7	10.8	12.9	10.0	390	860	860	863	2,973	6.4	9.7	10.8	12.9	10.0	
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	19	96	208	173	496	3.1	10.2	25.9	25.6	16.4	19	96	208	173	496	3.1	10.2	25.9	25.6	16.4	
TOTALS, 1946...	2	4	9	40	88	118	116	61	26	14	5	5	112	267	69	19*	4,347	7,472	9,988	10,030	31,837	6.5	7.9	12.6	15.1	9.4	4,347	7,472	9,988	10,030	31,837	6.5	7.9	12.6	15.1	9.4	

* Not all schools reported.

TABLE III (Continued)

STATES	NEW STAFF MEMBERS			DEGREES AND PROFESSIONAL TRAINING (New Teachers)										EXPERIENCE (New Teachers)													
				Men					Women					Men					Women								
	Men	Wom- en	Total	PhD	MA	BA	No BA	Less 15 hrs. Educ.	PhD	MA	BA	No BA	Less 15 hrs. Educ.	Less 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs. or more	Less 1 yr.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs. or more
1. Arizona.....	17	16	33	0	9	6	2	2	0	4	12	0	0	6	0	0	3	0	0	8	5	2	1	2	1	0	5
2. Arkansas.....	21	52	73	0	0	15	6	5	0	6	37	9	0	5	1	3	0	2	3	7	24	4	4	1	2	1	16
3. Colorado.....	30	47	77	0	8	19	3	4	0	3	42	2	6	8	3	2	1	2	2	12	18	7	8	4	2	1	7
4. Illinois.....	181	253	434	2	63	107	9	9	1	68	179	5	9	56	9	16	14	10	9	67	66	23	23	21	15	11	94
5. Indiana.....	94	105	199	0	38	55	1	1	0	23	82	0	0	15	1	4	5	3	3	63	28	11	13	8	4	2	39
6. Iowa.....	46	64	110	0	9	34	3	1	0	8	53	3	1	12	4	5	1	3	2	19	14	9	7	5	1	4	24
7. Kansas.....	50	92	142	0	20	26	4	15	0	11	77	4	23	5	0	1	3	2	4	35	34	14	13	3	3	0	25
8. Michigan.....	75	167	242	0	17	55	3	1	0	26	120	12	4	11	9	3	9	7	6	30	59	16	16	13	6	8	49
9. Minnesota.....	66	119	185	2	17	43	4	1	0	10	106	3	2	9	5	3	5	0	3	41	24	5	13	9	10	6	52
10. Missouri.....	71	81	152	0	27	42	2	1	1	13	62	5	5	15	2	6	2	5	5	36	20	15	13	4	5	4	20
11. Montana.....	13	18	31	0	5	6	2	4	0	6	12	0	0	5	0	1	1	1	0	6	2	1	0	5	2	1	17
12. Nebraska.....	14	36	50	0	4	10	0	1	0	5	31	0	1	1	1	2	1	1	1	7	3	6	5	1	2	3	16
13. New Mexico...	14	20	34	0	5	7	2	2	0	5	15	0	2	2	0	0	0	1	0	11	2	2	0	0	2	0	14
14. North Dakota..	11	17	28	0	2	9	0	0	0	0	15	2	0	0	0	1	0	2	0	8	4	5	3	1	0	2	2
15. Ohio.....	169	229	398	1	51	111	6	1	0	27	199	3	1	35	9	6	12	7	7	93	74	15	17	13	13	19	78
16. Oklahoma.....	30	47	77	0	13	16	1	0	0	12	34	1	1	5	4	3	1	0	1	16	13	4	8	3	5	3	11
17. South Dakota...	5	14	19	0	0	5	0	0	0	0	13	0	0	0	0	0	0	0	1	4	3	1	2	1	0	6	6
18. West Virginia..	82	137	219	0	21	47	14	11	0	11	112	14	14	27	4	3	2	2	5	39	75	11	8	7	2	3	31
19. Wisconsin.....	96	186	282	0	22	65	9	9	0	20	154	12	8	20	9	7	7	3	5	36	54	16	21	14	12	5	64
20. Wyoming.....	13	27	40	0	8	4	1	1	0	4	23	0	0	1	1	1	0	0	0	0	3	1	0	4	3	2	14
TOTALS, 1946...	1,098	1,727	2,825	5	339	682	72	69	2	263	1,387	75	86	247	62	66	67	51	57	548	525	168	175	119	91	75	574

TABLE III (Concluded)

STATES	LIBRARIANS				
	Number of Librarians Employed		Number of Hours of Training in Library Science		
	Full-time	Part-time	Over 23	16-23	6-15
1. Arizona.....	4	1	1	0	3
2. Arkansas.....	7	8	1	0	7
3. Colorado.....	7	4	6	1	3
4. Illinois.....	63	19	43	8	18
5. Indiana.....	37	10	29	3	3
6. Iowa.....	19	5	12	2	4
7. Kansas.....	21	10	6	6	10
8. Michigan.....	37	28	22	8	9
9. Minnesota.....	23	6	23	1	5
10. Missouri.....	22	12	15	2	6
11. Montana.....	4	0	2	1	0
12. Nebraska.....	6	1	2	1	1
13. New Mexico.....	2	3	1	0	2
14. North Dakota.....	4	2	3	1	2
15. Ohio.....	76	67	54	5	21
16. Oklahoma.....	9	4	2	1	7
17. South Dakota.....	3	0	2	0	0
18. West Virginia.....	43	2	22	7	10
19. Wisconsin.....	39	10	17	7	21
20. Wyoming.....	4	0	1	2	1
TOTALS, 1946.....	430	192	264	56	133

TABLE IV
SUMMARY OF THE 1945-46 ANNUAL REPORTS OF SECONDARY SCHOOLS ENROLLING 1,000 OR MORE PUPILS

STATES	TOTAL NUMBER OF SCHOOLS		ENROLLMENT DATA												GRADUATES				
	Public	Private	Total	By Grades										Total	Average Per School	Boys	Girls	Total	
				In Schools Reporting on Upper															
				3 yrs.	4 yrs.	5 yrs.	6 yrs.	7	8	9	10	11	12						Special
1. Arizona.....	3	0	3	2,163	5,875	0	0	0	0	2,264	2,502	1,818	1,413	41	8,038	2,670.3	581	744	1,325
2. Arkansas.....	4	0	4	3,068	1,127	0	1,438	333	292	590	1,721	1,518	1,177	2	5,033	1,408.3	450	683	1,133
3. Colorado.....	9	0	9	8,809	4,515	0	1,480	248	270	1,721	5,323	4,081	3,147	14	14,804	1,644.8	1,377	1,877	3,270
4. Illinois.....	85	8	93	11,262	181,257	0	0	0	0	32,688	56,078	46,441	36,990	322	192,519	2,070.1	16,542	21,234	37,776
5. Indiana.....	26	0	26	3,865	35,142	3,007	0	0	324	11,765	12,193	9,026	7,951	155	42,614	1,615.9	3,555	4,641	8,106
6. Iowa.....	9	0	9	8,526	0	0	3,451	543	587	685	4,126	3,302	2,732	2	11,977	1,330.8	1,148	1,599	2,747
7. Kansas.....	9	0	9	6,791	4,112	0	2,365	319	397	1,375	4,588	3,634	2,955	0	13,268	1,474.2	1,171	1,705	2,876
8. Michigan.....	50	2	52	47,245	41,549	3,284	6,749	741	1,320	12,645	33,825	27,518	21,826	954	98,827	1,000.5	9,319	13,639	22,958
9. Minnesota.....	12	0	12	12,203	6,183	0	0	0	0	1,580	6,773	5,470	4,540	23	18,386	1,532.2	2,023	2,862	4,885
10. Missouri.....	27	2	29	8,788	25,146	8,452	2,713	326	572	11,078	12,886	10,821	9,406	10	45,099	1,555.1	3,837	4,973	8,810
11. Montana.....	4	0	4	0	5,237	0	0	0	0	1,333	1,526	1,298	1,078	2	5,237	1,300.3	406	571	977
12. Nebraska.....	7	0	7	2,026	9,950	0	1,033	133	137	3,100	3,912	3,147	2,578	2	13,009	1,858.4	1,121	1,450	2,571
13. New Mexico....	1	0	1	2,096	0	0	0	0	0	0	873	712	511	0	2,096	2,096.	146	273	419
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	68	3	71	32,831	59,778	1,329	14,620	2,064	2,466	19,698	33,982	26,174	23,423	151	108,558	1,529.4	9,562	13,188	22,750
16. Oklahoma.....	5	0	5	9,872	0	0	0	0	0	0	4,037	3,241	2,581	13	9,872	1,974.4	918	1,404	2,322
17. South Dakota...	1	0	1	0	1,763	0	0	0	0	537	529	397	299	1	1,763	1,763.	124	197	321
18. West Virginia..	9	0	9	8,782	0	0	2,184	378	329	508	3,843	3,219	2,651	38	10,966	1,218.4	938	1,503	2,441
19. Wisconsin.....	29	1	30	17,820	21,145	0	4,398	433	400	6,133	14,108	12,010	10,060	219	43,363	1,445.4	4,224	5,751	9,975
20. Wyoming.....	1	0	1	0	1,021	0	0	0	0	305	284	230	193	9	1,021	1,021.	110	141	251
TOTALS, 1946...	359	16	375	186,147	403,800	16,072	49,431	5,518	7,094	128,005	203,107	165,257	135,511	1,958	646,450	1,723.9	57,568	78,435	136,003
1945...	362	15	377	182,983	417,257	8,845	38,161	5,767	7,267	134,930	195,936	161,459	138,956	4,731	647,246	1,718.	55,721	77,436	133,157
1944...	355	11	366	187,760	401,755	9,188	40,403	6,116	8,326	128,942	196,345	160,797	132,641	6,029	639,196	1,746.	66,441	79,702	146,143
1943...	Totals not comparable—data from one state lacking.																		
1942...	0	0	416	254,987	454,146	12,382	49,229	6,848	9,111	139,994	232,855	202,496	176,885	2,555	770,744	1,853.	69,304	76,829	146,133

TABLE IV (Continued)

STATES	DAYS TAUGHT 1944-45					UNITS FOR GRADUATION						MINUTES IN CLASS PERIOD									
						Four-Year Schools			Three-Year Schools			Non-Laboratory Subjects					Laboratory Subjects				
	Less than 170	170 to 174	175 to 179	180 to 184	185 or more	Less than 16	16	17	18	19	20	Less than 12	12	13	14	15 or more	40 to 44	45 to 49	50 to 54	55 to 59	60 or more
1. Arizona.....	0	1	2	0	0	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0	3
2. Arkansas.....	0	0	4	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2	2
3. Colorado.....	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	5	1	3	2	3	0
4. Illinois.....	5	6	14	18	50	0	40	7	38	0	0	0	0	0	0	60	2	4	11	16	76
5. Indiana.....	0	2	11	10	3	0	21	2	0	0	0	0	2	1	0	0	7	0	5	13	8
6. Iowa.....	0	0	5	2	2	0	2	1	0	0	0	0	0	0	0	0	1	1	0	0	8
7. Kansas.....	0	3	5	1	0	0	4	0	2	0	0	0	3	0	0	0	0	0	0	0	4
8. Michigan.....	2	5	13	17	15	0	27	0	0	0	0	0	24	1	0	0	19	4	8	17	27
9. Minnesota.....	0	1	0	11	0	0	1	0	0	0	0	0	11	0	0	0	0	1	0	0	2
10. Missouri.....	0	1	6	10	12	0	9	14	0	0	0	0	0	2	0	4	10	0	10	5	15
11. Montana.....	0	0	3	1	0	0	4	0	0	0	0	0	0	0	0	0	0	0	1	0	1
12. Nebraska.....	0	1	5	1	0	0	5	0	0	0	0	0	2	0	0	0	5	0	0	0	6
13. New Mexico.....	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	0	6	12	44	9	0	45	8	0	0	0	0	17	1	0	0	35	4	13	18	40
16. Oklahoma.....	0	0	5	0	0	0	0	0	0	0	0	0	3	2	0	0	0	0	0	3	2
17. South Dakota.....	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
18. West Virginia.....	1	5	3	0	0	0	3	0	0	0	0	0	5	1	0	0	0	0	0	8	1
19. Wisconsin.....	0	2	9	9	10	0	15	1	1	0	0	10	1	1	0	0	5	8	11	6	3
20. Wyoming.....	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0
TOTALS, 1946.....	8	33	97	136	101	0	183	33	43	1	0	0	87	15	1	12	144	22	56	108	108

TABLE IV (Continued)

STATES	SUMMER SESSION																						
	Number of Schools Maintaining	Length in Days					Minutes in Class Period										Number of Clock Hours for Each Unit						
		Non-Laboratory Subjects					Laboratory Subjects																
		20 to 29	30 to 39	40 to 49	50 to 59	60 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 100	100 to 109	110 to 119	120 to 129	130 to 139
1. Arizona.....	2	0	0	0	2	0	0	0	0	2	0	0	0	0	0	2	0	0	0	0	1	0	1
2. Arkansas.....	4	0	3	0	0	0	1	0	0	3	0	0	1	0	0	3	0	1	0	0	2	0	1
3. Colorado.....	5	0	2	3	0	0	2	1	1	0	1	0	0	1	0	0	1	3	0	0	0	0	1
4. Illinois.....	44	0	15	26	1	2	0	3	1	21	16	3	0	0	3	5	21	4	0	0	29	2	9
5. Indiana.....	21	0	3	15	0	3	0	4	2	11	3	1	0	4	2	2	5	8	0	0	12	0	1
6. Iowa.....	6	0	2	3	0	1	3	0	1	1	0	0	2	1	0	1	0*	4	0	0	1	0	1
7. Kansas.....	5	0	3	1	0	0	0	0	1	0	4	0	0	0	0	1	1	0	0	0	4	0	0
8. Michigan.....	39	2	20	17	0	0	1	1	22	15	0	0	0	0	0	6	10	22	0	4	10	0	3
9. Minnesota.....	2	0	1	1	0	0	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0
10. Missouri.....	6	0	0	6	0	0	0	2	1	3	0	0	0	0	1	1	0	0	0	0	5	0	1
11. Montana.....	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	1
12. Nebraska.....	3	0	1	1	0	0	1	2	0	0	0	0	0	0	1	0	2	1	0	0	0	0	0
13. New Mexico.....	1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	31	0	10	20	0	1	8	1	12	7	2	0	0	0	1	1	0	3	0	2	20	1	5
16. Oklahoma.....	4	0	0	1	0	0	0	0	0	1	3	0	0	0	0	0	1	2	0	0	0	0	2
17. South Dakota..	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	2
18. West Virginia..	4	0	3	1	0	0	0	0	0	0	4	0	0	0	0	0	2	0	0	0	0	2	2
19. Wisconsin.....	4	1	3	0	0	0	1	1	0	2	0	0	1	1	0	0	0	2	1	0	1	0	0
20. Wyoming.....	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0
TOTALS, 1946...	184	3	68	97	3	13	24	13	70	56	19	0	8	8	15	20	47*	54	3	6	89	5	27

* Not all schools reported.

TABLE IV (Continued)

STATES	NUMBER OF YEARS ADMINISTRATORS HAVE HELD PRESENT POSITION										SALARIES—ADMINISTRATORS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
											Superintendents—Public Schools																		Principals—Public Schools																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
											1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2749	2750 to 3000	3000 to 3499	3500 to 4000	4000 to 4499	4500 to 5499	5500 to 6499	6500 to 7499	7500 or more	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 or more																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
1. Arizona.....	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE IV (Continued)

STATES	SALARIES—ADMINISTRATORS (Cont.)																												
	Principals—Public Schools (Cont.)													Superintendents—Private Schools															
	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	5500 or more
1. Arizona.....	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Arkansas.....	1	1	2	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Colorado.....	1	1	2	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Illinois.....	0	1	2	12	13	29	1	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Indiana.....	0	0	1	4	9	8	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Iowa.....	1	0	0	5	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Michigan.....	0	0	8	12	7	4	1	2	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Minnesota.....	0	1	5	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Missouri.....	3	1	1	5	6	2	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11. Montana.....	0	0	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13. New Mexico....	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	1	8	12	23	5	6	4	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16. Oklahoma.....	0	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17. South Dakota..	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18. West Virginia..	2	4	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19. Wisconsin.....	1	4	3	11	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20. Wyoming.....	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS, 1946...	10	24	41	82	56	54	16	17	17	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE IV (Continued)

STATES		SALARIES—ADMINISTRATORS (Cont.)																			TOTAL NUMBER OF ADMINISTRATORS								
		Principals—Private Schools																			Total—Public Schools		Total—Private Schools						
		Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 2999	3000 to 3249	3250 to 3499	3500 to 3749	3750 to 4000	4000 to 4249	4250 to 4499	4500 to 4749	4750 to 4999	5000 to 5249	5250 to 5499	5500 to 5749	5750 to 5999	6000 to 6249	6250 to 6499	6500 to 6749	6750 to 6999	7000 to 7249	7250 or more	
		Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.	Supt.	Prin.
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	9	0	0	0	0	0	0	0	0
4. Illinois.....	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	69	0	0	0	0	0	0	8	0
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	26	0	0	0	0	0	0	0	0
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1*	8	0	0	0	0	0	0	0	0
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0
8. Michigan.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0	0	0	0	0	2	0
9. Minnesota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0
10. Missouri.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	26	0	0	0	0	0	0	2	0
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15. Ohio.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	68	0	0	0	0	0	0	3	0
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
18. West Virginia..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	1	0
19. Wisconsin.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	0	0	0	0	0	0	0	0
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
TOTALS, 1946..	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35	324	0	0	0	0	0	0	16	0

TABLE IV (Continued)

SALARIES—FULL-TIME TEACHERS																													
STATES		Public Schools—Men													Public Schools—Women														
		Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total		
1. Arizona.....		0	0	0	0	0	0	4	2	24	12	24	32	98	0	0	0	0	0	4	5	12	24	14	29	48	136		
2. Arkansas.....		0	0	2	0	0	2	2	3	1	1	1	1	13	4	11	27	9	19	23	5	1	0	0	0	0	116		
3. Colorado.....		0	1	3	0	5	13	20	19	31	24	15	65	196	0	5	16	36	30	33	24	18	11	22	99	204			
4. Illinois.....		69	1	1	0	2	13	57	83	131	152	231	1,753	2,403	95	23	11	23	48	163	305	250	277	237	203	2,739	4,374		
5. Indiana.....		0	0	0	0	0	3	10	27	47	75	135	127	271	695	0	0	0	3	32	38	54	82	96	148	129	327	909	
6. Iowa.....		0	0	0	0	0	0	1	8	16	42	37	23	20	147	0	0	0	0	32	44	18	61	62	25	30	0	272	
7. Kansas.....		0	0	0	0	0	0	1	6	40	64	35	7	10	163	0	1	1	7	14	49	74	95	19	30	1	0	291	
8. Michigan.....		0	0	0	0	0	0	16	20	59	94	158	155	726	1,228	0	0	0	3	29	138	128	114	220	245	122	925	1,924	
9. Minnesota.....		0	0	0	0	0	0	1	10	10	9	40	22	6	98	0	0	2	3	5	3	6	9	103	55	21	207		
10. Missouri.....		8	0	1	12	17	30	39	45	30	47	30	277	536	1	0	19	49	83	105	81	74	51	37	58	421	979		
11. Montana.....		0	0	1	0	2	2	4	5	16	15	6	8	59	0	0	1	4	13	13	26	29	15	24	0	0	125		
12. Nebraska.....		0	0	0	2	7	10	7	8	29	59	5	0	127	0	0	10	17	8	6	9	19	48	195	1	0	313		
13. New Mexico....		0	0	0	0	0	1	0	1	3	2	6	8	21	0	0	0	0	0	5	4	8	7	3	17	3	47		
14. North Dakota...		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
15. Ohio.....		0	0	0	7	6	32	70	96	228	291	218	688	1,636	0	0	9	68	79	105	103	158	275	373	239	815	2,224		
16. Oklahoma.....		0	1	0	0	2	9	9	21	17	4	18	9	90	0	3	0	16	20	22	20	36	36	50	4	4	211		
17. South Dakota...		0	0	0	0	1	3	2	4	4	7	2	1	24	0	0	0	1	14	10	1	17	0	0	0	0	43		
18. West Virginia...		0	0	1	1	10	18	16	16	22	11	2	8	114	0	0	9	33	60	68	61	38	7	2	0	0	278		
19. Wisconsin.....		3	1	2	3	8	12	40	62	70	158	84	218	661	38	1	17	27	77	91	106	129	86	128	79	146	915		
20. Wyoming.....		0	0	0	0	0	0	1	2	1	3	2	0	9	0	0	0	0	0	3	6	0	0	12	3	0	24		
TOTALS, 1946...		80	4	11	25	72	174	342	539	891	1,101	978	4,101	8,408	138	39	109	286	557	918	1,060	1,157	1,251	1,637	992	5,538	13,682		

TABLE IV (Continued)

STATES		SALARIES—FULL-TIME TEACHERS (Cont.)																										TOTAL FULL-TIME TEACHERS				
		Private Schools—Men													Private Schools—Women																	
		Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total		Public	Private		
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	234	0		
2. Arkansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	129	0		
3. Colorado.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	490	0		
4. Illinois.....	121	0	0	1	0	14	11	5	1	1	8	2	164	141	1	1	2	3	3	1	0	0	0	0	0	0	152	6,867	316	0		
5. Indiana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,604	0	0		
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	419	0		
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	454	0		
8. Michigan.....	0	0	0	0	0	1	0	0	0	0	0	0	1*	0	0	0	0	1	0	0	0	0	0	0	0	33*	3,152	34*	0	0		
9. Minnesota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	305	0		
10. Missouri.....	29	0	0	0	0	0	0	0	0	0	0	0	29	30	0	0	0	0	0	1	0	0	0	0	0	31	1,515	60	0	0		
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	184	0	0		
12. Nebraska.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	440	0	0		
13. New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	68	0	0		
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	0	0	0	0	0	5	2	4	3	1	0	2	17	0	0	0	0	0	1	0	0	0	0	0	0	1	3,860	18	0	0		
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	301	0	0	0	
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67	0	0	0	
18. West Virginia...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	392	0	0	0	
19. Wisconsin.....	1	0	0	0	0	0	0	0	0	0	0	0	1*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,576	1*	0	0	
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	0	0	0	
TOTALS, 1946..	151	0	0	0	1	0	20	13	9	4	2	8	4	212*	203	1	1	2	4	4	2	0	0	0	0	0	217*	22,090	420*	0	0	0

* Not all schools reported.

TABLE IV (Continued)

STATES	NUMBER OF SCHOOLS WITH PUPIL-TEACHER RATIO OF:										AVERAGE NUMBER CLASSES DAILY PER TEACHER							NUMBER OF PUPILS ENROLLED FOR 5 OR MORE UNITS					PER CENT OF TOTAL ENROLLMENT IN EACH GRADE				
	To 14.0	14.1 to 16.0	16.1 to 18.0	18.1 to 20.0	20.1 to 22.0	22.1 to 24.0	24.1 to 26.0	26.1 to 28.0	28.1 to 30.0	Over 30	Less than 3	3 to 3.9	4.0 to 4.9	5.0 to 5.9	6.0 to 6.9	7 or more	9	10	11	12	Total	9	10	11	12	Total	
1. Arizona.....	0	0	0	0	0	1	0	0	1	1	0	0	1	2	0	0	3	60	86	130	279	.1	2.4	4.7	9.2	3.5	
2. Arkansas.....	0	0	0	0	0	1	0	2	0	1	0	0	3	0	0	1	0	16	34	66	116	0	.9	2.2	5.6	2.1	
3. Colorado.....	0	0	0	0	0	1	1	4	3	0	0	1	4	4	0	0	585	3,220	2,434	1,524	7,772	33.9	60.7	59.6	48.4	52.8	
4. Illinois.....	0	0	5	4	10	18	38	12	5	1	22	56	8	1	405	779	1,604	2,849	5,727	8	1.4	3.7	7.7	3.			
5. Indiana.....	0	0	0	1	5	9	8	3	0	0	10	15	1	0	927	2,249	1,829	1,531	6,536	8.	18.0	19.	15.	15.			
6. Iowa.....	0	0	1	0	0	5	2	1	0	0	0	3	6	0	0	0	0	80	213	179	472	0	1.9	6.4	6.6	4.6	
7. Kansas.....	0	0	0	0	2	3	3	0	1	0	0	3	6	0	0	0	79	789	838	556	2,262	5.9	17.5	23.	20.	17.1	
8. Michigan.....	0	0	0	0	4	8	12	7	17	4	1	0	9	36	6	0	464	2,205	3,656	3,300	9,625	4.	7.	13.	15.	10.	
9. Minnesota.....	0	0	0	0	1	1	1	7	2	0	0	6	6	0	0	0	346	334	588	689	1,957	4.1	4.	10.	15.	10.	
10. Missouri.....	0	0	0	0	2	3	6	13	3	2	0	0	8	21	0	0	396	726	986	1,221	3,329	3.6	5.6	9.1	13.	7.5	
11. Montana.....	0	0	0	0	0	1	1	1	1	0	0	0	1	3	0	0	187	175	197	211	770	14.	11.4	15.1	19.5	14.6	
12. Nebraska.....	0	0	0	0	1	0	3	3	0	0	0	2	2	3	0	0	47	226	374	375	1,022	1.5	5.7	11.8	14.	8.	
13. New Mexico.....	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	33	110	118	261	0	0	3.8	15.4	23.	12.4	
14. North Dakota..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	0	0	0	1	9	19	18	13	11	0	0	1	13	30	24	3	778	2,111	3,064	3,213	9,166	3.9	6.2	11.5	13.7	8.9	
16. Oklahoma.....	0	0	0	0	0	0	1	1	0	3	0	0	0	4	1	0	0	176	583	430	1,189	0	4.	18.0	17.	12.	
17. South Dakota..	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	5	20	62	35	122	.9	3.8	15.6	11.7	6.9	
18. West Virginia..	0	0	0	0	1	3	1	2	0	2	0	0	2	7	0	0	4	455	562	636	1,657	.7	11.8	17.4	23.9	9.	
19. Wisconsin.....	0	0	0	0	4	5	13	6	2	0	0	0	12	17	1	0	208	675	1,175	1,185	3,243	3.4	4.8	9.8	11.8	7.7	
20. Wyoming.....	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	66	27	93	0	0	28.6	13.9	9.1	
TOTALS, 1946..	0	0	6	6	39	80	108	75	47	14	6	2	93	221	48	5	4,434	14,338	18,551	18,275	55,598	3.5	7.1	11.2	13.5	8.6	

TABLE IV (Continued)

STATES	New Staff Members		DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)										EXPERIENCE (NEW TEACHERS)														
			Men					Women					Men					Women									
	Men	Wom- en	Total	PhD	MA	BA	No BA	Less 15 hrs. Educ.	PhD	MA	BA	No BA	Less 15 hrs. Educ.	Less 1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Less 1 yr.	1 yrs.	2 yrs.	3 yr.	4 yrs.	5 yrs.	6 yrs.	
1. Arizona.....	27	26	53	0	13	8	6	3	1	15	10	0	2	5	1	0	4	1	15	7	1	3	0	2	2	11	
2. Arkansas.....	17	19	36	0	8	7	2	3	0	2	15	2	4	4	3	1	1	0	1	7	5	1	0	2	0	11	
3. Colorado.....	37	56	93	0	10	13	14	14	0	11	20	16	15	16	2	2	2	2	2	12	27	4	3	3	2	15	
4. Illinois.....	211	301	512	3	86	114	8	7	1	86	205	9	7	44	11	13	19	12	11	101	82	37	22	23	16	15	
5. Indiana.....	83	110	193	1	38	41	3	3	1	25	83	1	3	15	4	2	4	5	7	46	33	8	6	4	4	9	
6. Iowa.....	27	42	69	0	5	22	0	0	0	10	31	1	0	1	4	1	0	0	3	18	10	3	2	4	1	19	
7. Kansas.....	25	42	67	4	9	12	0	0	0	9	33	0	0	0	0	2	0	0	23	6	1	4	4	3	1	23	
8. Michigan.....	204	300	504	0	109	88	7	8	0	113	178	9	3	46	10	12	12	7	5	112	76	21	38	19	20	106	
9. Minnesota.....	49	52	101	0	10	35	4	0	0	11	39	2	0	3	2	2	1	0	2	39	3	0	1	3	3	1	
10. Missouri.....	75	115	190	1	30	40	4	3	0	41	71	3	1	12	3	5	6	4	4	41	32	6	4	5	7	4	
11. Montana.....	19	27	46	0	9	9	1	1	0	5	19	3	0	2	0	0	1	0	1	15	1	5	3	0	1	0	
12. Nebraska.....	8	16	24	1	3	3	1	1	0	4	12	0	0	1	0	0	1	0	6	2	0	2	2	2	1	7	
13. New Mexico.....	2	8	10	0	1	1	0	0	0	7	1	0	0	0	0	0	0	0	2	2	0	1	2	2	0	1	
14. North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	175	237	412	2	71	95	7	5	0	52	182	3	0	38	4	9	8	15	17	84	77	15	13	5	15	100	
16. Oklahoma.....	15	20	35	0	8	7	0	0	0	7	11	2	1	1	1	0	1	0	1	12	5	1	2	0	2	1	
17. South Dakota.....	2	12	14	0	1	1	0	0	0	0	12	0	0	1	0	0	1	0	0	0	0	2	0	0	1	4	
18. West Virginia.....	24	47	71	0	4	15	5	7	0	12	35	0	2	7	0	2	1	1	1	12	19	5	6	1	2	2	
19. Wisconsin.....	71	159	230	0	26	39	6	2	1	40	115	3	1	21	1	3	4	3	1	38	40	14	20	8	8	11	
20. Wyoming.....	2	4	6	0	0	1	1	1	0	1	3	0	0	1	0	0	1	0	0	2	0	0	0	0	0	2	
TOTALS, 1946.....	1,073	1,593	2,666	12	441	551	69	58	4	451	1,084	54	39	218	46	55	62	53	56	583	429	124	131	83	94	86	646

TABLE IV (Concluded)

STATES	LIBRARIANS				
	Number of Librarians Employed		Number of Hours Training in Library Science		
	Full-time	Part-time	Over 23	16-23	6-15
1. Arizona.....	6	0	6	0	0
2. Arkansas.....	4	0	2	0	0
3. Colorado.....	11	3	8	2	2
4. Illinois.....	166	22	92	10	36
5. Indiana.....	31	6	29	2	5
6. Iowa.....	10	6	7	1	0
7. Kansas.....	15	9	15	0	0
8. Michigan.....	64	6	51	10	7
9. Minnesota.....	14	8	15	2	5
10. Missouri.....	36	0	28	3	5
11. Montana.....	4	1	3	1	0
12. Nebraska.....	15	0	12	1	2
13. New Mexico.....	1	0	1	0	0
14. North Dakota.....	0	0	0	0	0
15. Ohio.....	110	38	89	5	6
16. Oklahoma.....	7	0	4	0	3
17. South Dakota.....	2	0	1	0	0
18. West Virginia.....	10	1	7	1	3
19. Wisconsin.....	40	2	20	4	14
20. Wyoming.....	1	0	1	0	0
TOTALS, 1946.....	547	102	391	42	88

SUMMARY OF THE 1945-46 ANNUAL REPORTS OF ALL SECONDARY SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

STATES	TOTAL NUMBER SCHOOLS		ENROLLMENT DATA										GRADUATES				
	Pub- lic	Pri- vate	In Schools Reporting on Upper						By Grades				Total Number Enrolled	Average Per School	Boys	Girls	Total
			3 yrs.	4 yrs.	5 yrs.	6 yrs.	7	8	9	10	11	12					
1. Arizona.....	46	0	2,620	15,120	350	1,522	310	357	5,811	5,575	4,264	3,235	60	19,612	1,280	1,776	3,056
2. Arkansas.....	71	4	6,486	6,728	262	13,554	2,777	2,534	4,780	6,691	5,594	4,636	21	27,033	1,865	3,103	4,968
3. Colorado.....	93	11	12,434	21,263	429	6,248	1,092	1,125	7,924	9,996	9,996	8,014	79	40,374	3,315	4,540	7,855
4. Illinois.....	377	94	14,049	202,781	225	1,097	94	139	85,144	87,965	73,243	60,801	766	308,152	25,150	33,644	58,794
5. Indiana.....	148	8	9,830	65,157	4,500	16,735	2,592	3,340	24,388	26,448	21,329	17,902	223	96,222	7,019	9,980	17,899
6. Iowa.....	157	15	20,420	33,026	410	7,119	1,049	1,161	10,525	18,513	15,828	13,843	56	60,975	5,735	7,636	13,371
7. Kansas.....	201	13	14,837	32,084	0	13,831	2,237	2,268	11,569	17,206	14,737	12,487	248	60,752	5,201	7,442	12,643
8. Michigan.....	217	26	62,079	72,025	6,355	32,802	4,402	5,805	28,111	53,498	44,523	35,783	1,135	173,261	14,738	21,745	36,483
9. Minnesota.....	97	23	36,470	17,004	0	3,609	492	444	5,438	19,561	16,614	14,434	100	57,083	5,843	8,384	14,227
10. Missouri.....	132	44	14,736	53,598	11,009	10,867	1,521	1,970	22,075	24,545	21,954	18,065	80	90,210	7,849	9,916	17,765
11. Montana.....	31	2	0	10,982	0	1,562	240	228	3,316	3,316	2,930	2,489	23	12,544	948	1,366	2,314
12. Nebraska.....	146	10	6,782	33,488	0	3,600	467	476	10,234	12,295	10,943	9,385	70	43,870	4,076	5,370	9,446
13. New Mexico.....	39	1	5,307	4,705	0	3,545	668	684	2,372	4,040	3,263	2,468	32	13,557	842	1,280	2,122
14. North Dakota.....	61	4	3,048	8,051	244	2,248	354	323	2,911	3,639	3,398	2,925	41	13,591	1,118	1,606	2,814
15. Ohio.....	375	35	46,293	102,382	6,086	80,001	12,795	14,343	45,040	63,889	52,393	45,363	219	234,762	18,295	25,871	44,166
16. Oklahoma.....	121	3	24,692	17,479	0	0	0	0	5,367	14,741	12,084	9,897	82	42,173	3,657	5,369	9,026
17. South Dakota.....	80	2	3,180	12,631	0	595	50	75	3,823	4,575	4,039	3,661	21	16,426	1,376	2,065	3,441
18. West Virginia.....	153	2	15,567	18,323	0	39,467	7,219	6,540	13,648	18,377	14,959	12,478	136	73,357	4,516	7,081	11,597
19. Wisconsin.....	125	26	27,148	54,448	818	14,439	1,477	1,563	17,464	28,715	25,143	21,302	1,189	96,853	8,739	11,931	20,670
20. Wyoming.....	31	1	933	6,244	0	2,657	480	470	2,262	2,587	2,248	1,820	27	9,894	808	1,082	1,890
TOTALS, 1946.....	2,701	324	326,974	877,539	30,688	255,498	40,256	43,845	313,108	428,502	359,392	300,988	4,668	1,490,609	123,300	171,277	294,577
1945.....	2,693	328	324,582	870,453	20,092	242,385	39,300	41,518	316,081	411,676	348,374	301,097	6,756	1,456,512	123,339	171,072	294,411
1944.....	Totals not comparable—data from one state lacking.																
1943.....																	
1942.....																	

TABLE V (Continued)

STATES	DAYS TAUGHT 1944-45						UNITS FOR GRADUATION						MINUTES IN CLASS PERIOD																	
							Four-Year Schools						Three-Year Schools						Non-Laboratory Subjects						Laboratory Subjects					
Less than 170	170 to 174	175 to 179	180 to 184	185 or more	Less than 16	16	17	18	19	20 or more	Less than 12	12	13	14	15 or more	40 to 44	45 to 49	50 to 54	55 to 59	60 or more	40 to 44	45 to 49	50 to 54	55 to 59	60 or more					
1. Arizona.....	0	20	23	3	0	0	31	6	7	0	0	1	0	1	0	11	5	1	24	5	0	0	1	25	20					
2. Arkansas.....	0	14	53	8	0	0	63	0	0	0	0	0	0	3	22	24	9	15	5	2	1	6	12	54						
3. Colorado.....	1	31	28	40	4	0	89	1	0	1	1	3	2	0	6	27	25	19	20	4	3	4	14	37	46					
4. Illinois.....	9	34	172	193	63	0	395	20	42	1	0	12	1	0	0	302	28	25	58	58	27	6	12	63	363					
5. Indiana.....	9	32	77	28	10	0	133	9	0	0	0	12	2	0	0	20	6	32	80	9	2	2	25	91	36					
6. Iowa.....	0	53	90	24	5	1	140	1	0	0	0	23	7	0	0	42	23	15	56	36	2	1	13	58	98					
7. Kansas.....	1	2	130	60	1	0	170	7	7	0	0	13	6	2	9	40	10	15	61	79	1	0	4	62	147					
8. Michigan.....	4	21	40	112	66	0	179	9	1	0	0	51	3	0	0	76	30	31	96	10	7	6	24	100	105					
9. Minnesota.....	8	56	30	24	0*	0	27	0	0	1	0	91	1	0	0	9	8	15	73	15	2	4	13	76	24*					
10. Missouri.....	0	17	100	38	21	0	16	139	2	0	0	1	11	0	7	70	15	23	61	7	7	2	23	65	70					
11. Montana.....	0	13	15	5	0	0	32	1	0	0	0	0	0	0	0	7	6	3	12	5	1	0	3	13	16					
12. Nebraska.....	2	31	89	34	0	0	120	0	0	0	0	27	0	0	0	72	19	14	39	12	7	3	7	55	84					
13. New Mexico.....	0	11	18	11	0	0	20	3	0	0	0	7	0	0	1	7	5	4	20	4	0	1	1	22	16					
14. North Dakota...	0	14	43	7	0*	0	45	6	1	0	0	7	0	0	0*	41	9	1	8	6	1	0	1	17	46					
15. Ohio.....	67	69	114	135	25	0	326	42	8	0	0	32	2	0	0	249	58	21	71	11	15	5	18	92	280					
16. Oklahoma.....	1	5	115	3	0	0	64	10	0	0	0	47	3	0	0	5	8	11	69	31	0	1	7	68	48					
17. South Dakota...	2	24	39	17	0	0	72	2	0	0	0	7	1	0	0	32	16	3	24	7	3	0	1	32	46					
18. West Virginia...	10	93	43	9	0	0	124	14	0	0	0	12	5	0	0	1	2	4	117	31	0	0	4	113	38					
19. Wisconsin.....	3	28	50	39	31	0	117	4	1	0	0	24	2	1	2	33	36	44	32	6	12	18	42	39	40					
20. Wyoming.....	0	8	21	3	0	0	31	0	0	0	0	1	0	0	0	8	3	3	15	3	1	0	2	18	11					
TOTALS, 1946..	117	596	1,290	793	226*	1	2,212	274	69	3	1	1	380	46	4	28*	1,092	336	293	960	344	93	54	221	1,058	1,597				
1945..	54	443	1,321	921	280	6	2,244	244	68	1	4	0	394	35	4	16	1,045	344	299	925	468	57	51	223	964	1,716				
1944..	53	476	1,291	896	287	11	2,144	248	55	0	6	2	381	35	5	41	1,073	352	302	885	398	88	65	248	960	1,649				
1943..	Totals not comparable—data from one state lacking.																													
1942..	49	342	959	149	386	26	2,201	215	19	0	2	3	394	30	4	26	1,397	198	101	889	456	125	133	94	902	1,656				

* Not all schools reported.

TABLE V (Continued)

STATES		SUMMER SESSION														Number of Clock Hours for Each Unit										
		Minutes in Class Period										Laboratory Subjects														
		Length in Days					Non-Laboratory Subjects					Laboratory Subjects										Less than 100				
Number of Schools Main- taining	20 to 29	30 to 39	40 to 49	50 to 59	60 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 40	41 to 60	61 to 80	81 to 100	101 to 120	121 or more	Less than 100	100 to 109	110 to 119	120 to 129	130 to 139	140 or more			
1. Arizona.....	4	0	2	0	0	2	0	1	0	0	3	0	0	1	0	0	3	0	0	0	0	1	2	1		
2. Arkansas.....	35	1	24	1	1	8	1	11	0	3	13	7	0	3	1	1	8	0	4	0	0	27	2	2		
3. Colorado.....	10	0	3	7	0	0	0	3	2	3	0	2	0	1	2	0	0	5	6	1	0	3	0	0		
4. Illinois.....	83	0	37	37	1	8	3	8	1	32	29	8	0	2	0	3	9	34	112	0	1	51	4	15		
5. Indiana.....	60	0	16	38	1	5	1	11	6	18	21	3	1	7	3	6	14	6	16	0	1	32	5	6		
6. Iowa.....	20	0	7	9	0	4	1	6	3	4	5	0*	0	4	3	2	3	0*	11	0	0	5	0	4		
7. Kansas.....	18	1	5	9	0	3	1	3	3	3	2	6	0	3	3	3	3	6	3	0	0	5	3	7		
8. Michigan.....	53	4	24	23	1	1	0	5	1	25	20	0*	0	1	0	6	8	11*	27	0	5	11	0	9*		
9. Minnesota.....	12	2	6	2	0	2	0	3	1	1	2	4	0	1	1	1	0	1	4	1	3	1	0	2*		
10. Missouri.....	21	1	3	13	3	1	0	9	4	2	6	0	0	7	2	1	0	0	0	0	0	13	2	6		
11. Montana.....	2	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	1	1	0	0	0	1	0	1		
12. Nebraska.....	10	0	2	5	1	2	0	3	2	2	1	1	0	2	0	2	1	1	5	1	1	0	2	2		
13. New Mexico.....	5	0	0	4	1	0	0	0	1	2	2	0	0	0	1	2	2	0	0	0	0	3	0	2		
14. North Dakota.....	4	0	0	0	1	0	0	1	0	1	2	0	1	1	0	0	1	0	1	0	0	1	0	1*		
15. Ohio.....	65	0	27	36	0	2	3	17	3	17	16	9	0	0	0	1	1	1	6	3	2	43	3	8		
16. Oklahoma.....	32	0	1	25	0	6	0	11	0	5	6	10	0	4	0	4	3	6	6	0	0	4	6	16		
17. South Dakota.....	4	0	1	1	2	0	0	0	1	0	1	1	0	1	0	0	0	0	2	0	0	1	0	1		
18. West Virginia.....	19	1	9	8	0	1	0	2	1	4	4	8	0	0	1	1	3	4	1	0	0	4	8	6		
19. Wisconsin.....	13	1	9	3	0	0	0	5	2	1	5	0	0	2	2	0	1	0	9	1	0	1	0	0		
20. Wyoming.....	3	1	1	1	0	0	0	0	0	1	2	0	0	0	0	0	1	0	0	1	0	2	0	0		
TOTALS, 1046...	473	12	178	224	11	48	10	99	31	124	142	59*	2	40	19	33	62	76*	113	8	13	210	35	91*		
1045...	483	15	185	224	14	45	7	122	28	132	138	52	8	37	14	39	66	78	115	6	20	202	23	111		
1044...	487	13	184	220	18	51	8	151	35	110	141	35	2	59	23	43	89	59	179	16	13	129	23	123		
1043...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
1042...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

* Not all schools reported.

TABLE V (Continued)

NUMBER OF YEARS ADMINISTRATORS HAVE HELD PRESENT POSITION										SALARIES—ADMINISTRATORS																						
STATES		Superintendents—Public Schools								Principals—Public Schools																						
		I or less	2	3	4	5	6	11 to 15	16 to 20	21 or more	1500 1749	1750 1999	2000 2499	2500 2999	2750 3499	3000 3999	3500 4499	4000 5099	4500 5999	6000 6999	7000 7499	7500 or more	1500 1749	1750 1999	2000 2499	2250 2499	2500 2749	2750 2999				
1.	Arizona.....	7	8	8	2	1	9	5	3	3	0	0	0	0	0	1	4	8	3	2	0	0	1	0	0	0	0	2	0			
2.	Arkansas.....	22	5	4	6	12	4	9	7	7	0	0	1	3	2	1	7	19	16	6	1	0	0	0	0	2	1	0	0			
3.	Colorado.....	33	17	9	7	14	6	11	1	6	0	0	1	2	10	7	9	22	6	2	0	0	0	0	0	3	0	4	7			
4.	Illinois.....	55	60	54	50	22	90	61	44	35	0	1	3	0	0	2	12	25	16	12	2	2	3	2	9	1	4	2	9			
5.	Indiana.....	22	23	14	7	6	24	25	22	13	0	0	0	0	0	0	5	11	1	0	0	0	0	0	0	0	2	6	14			
6.	Iowa.....	39	22	19	10	9	34	11	11	10*	0	0	0	0	1	1	15	42	18	6	1	0	0	0	0	0	3	2	4			
7.	Kansas.....	42	41	27	14	8	26	23	12	21	1	0	3	2	12	10	35	16	14	2	2	0	0	0	0	0	1	3	13			
8.	Michigan.....	40	27	34	13	11	45	24	21	28	0	0	0	0	0	2	14	18	12	7	3	1	1	0	0	1	2	5	6			
9.	Minnesota.....	29	19	16	8	15	8	6	10*	0	0	0	0	0	1	2	4	14	14	4	1	0	0	0	0	0	0	1	7			
10.	Missouri.....	37	32	18	15	14	30	7	18	6	0	0	0	3	11	6	3	1	1	0	0	0	0	0	0	1	4	6	15			
11.	Montana.....	12	7	1	1	2	3	2	4	1	0	0	1	0	1	0	8	6	2	1	0	0	0	0	0	0	1	1	1			
12.	Nebraska.....	37	40	22	15	2	23	5	6	6	0	0	0	6	4	66	34	4	3	2	0	0	0	0	0	2	3	3	8			
13.	New Mexico....	12	6	1	5	1	7	3	3	5	2*	0	0	0	0	1	6	4	3	0	0	0	0	0	0	0	0	3	0			
14.	North Dakota...	18	8	5	8	4	10	3	5	2*	0	0	0	2	3	28	15	1	0	0	0	0	0	0	0	1	1	2	1			
15.	Ohio.....	75	45	36	33	38	66	35	45	38	0	0	0	3	6	18	42	33	15	3	1	2	0	0	0	2	6	17	34			
16.	Oklahoma.....	30	13	17	12	12	20	10	7	3	0	0	0	0	0	1	19	18	11	1	0	0	0	0	0	1	2	12	8			
17.	South Dakota...	20	12	9	10	3	9	4	6	9	0	0	0	1	2	38	21	1	0	0	0	0	0	0	0	0	4	2	4			
18.	West Virginia..	25	6	11	13	14	40	18	16	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3	9	26			
19.	Wisconsin.....	32	9	10	11	7	21	16	20	25	0	0	0	0	0	3	13	19	6	1	0	0	0	0	0	0	1	1	1			
20.	Wyoming.....	13	6	2	2	1	7	0	1	0	0	0	0	0	2	6	7	1	0	0	0	0	0	0	0	0	0	1	3			
TOTALS, 1946..		599	406	317	241	183	497	275	260	237*	1	1	9	13	53	63	325	330	172	64	28	5	7	3	2	10	3	6	20	32	96	157
1945..		0	0	0	0	0	0	0	0	0	0	0	12	42	109	134	365	208	102	20	21	3	7	2	1	9	5	15	61	79	187	233
1944..		0	0	0	0	0	0	0	0	0	3	6	45	142	170	113	337	156	55	19	12	5	2	2	1	7	11	43	92	140	205	197
1943..		Totals not comparable—data from one state lacking.																														
1942..		0	0	0	0	0	0	0	0	0	32	76	159	188	188	135	350	240	168	106	64	37	51	23	26	120	211	248	262	199	261	166

* Not all schools reported.

TABLE V (Continued)

SALARIES—ADMINISTRATORS (Cont.)																														
STATES		Principals—Public Schools (cont.)										Superintendents—Private Schools																		
		3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2499	2500 to 2749	2750 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more	
1. Arizona.....	5	10	4	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2. Arkansas.....	5	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	
3. Colorado.....	11	1	1	1	1	4	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4. Illinois.....	67	75	22	15	21	33	5	4	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	
5. Indiana.....	30	23	24	17	11	2	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	
6. Iowa.....	29	8	4	14	3	0	0	0	0	0	7	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	
7. Kansas.....	50	27	8	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8. Michigan.....	35	25	36	18	8	4	1	2	15	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
9. Minnesota.....	14	11	9	6	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
10. Missouri.....	15	12	3	7	6	2	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
11. Montana.....	2	2	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
12. Nebraska.....	10	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
13. New Mexico.....	15	4	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
14. North Dakota.....	3	3	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
15. Ohio.....	63	43	26	29	6	7	4	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	
16. Oklahoma.....	23	12	8	4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
17. South Dakota.....	5	3	3	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
18. West Virginia.....	85	17	11	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
19. Wisconsin.....	16	22	11	14	16	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	1	0	0	2	
20. Wyoming.....	6	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTALS, 1946..	489	306	181	134	77	53	20	19	17	3	13	0	1	1	0	0	1	0	4	1	0	0	3	0	3	0	3	2	0	4
1945..	422	219	148	124	73	48	16	14	16	2	14	0	0	0	0	1	0	2	0	3	2	0	2	0	0	1	0	0	2	
1944..	346	171	149	86	62	46	17	24	3	2	0	0	0	0	0	0	2	1	2	1	2	1	3	1	0	2	0	1	3	
1943..	Totals not comparable—data from one state lacking.																													
1942..	242	169	118	68	67	27	16	19	3	5	38	0	1	0	1	4	1	0	3	0	3	2	0	2	1	2	0	0	0	

TABLE V (Continued)

STATES	SALARIES—ADMINISTRATORS (Cont.)																				TOTAL NUMBER OF ADMINISTRATORS					
	Principals—Private Schools																				Total—Public Schools				Total—Private Schools	
	Less than 999	1000 to 1249	1250 to 1499	1500 to 1749	1750 to 1999	2000 to 2249	2250 to 2499	2500 to 2749	2750 to 3000	3000 to 3249	3250 to 3499	3500 to 3999	4000 to 4499	4500 to 4999	5000 to 5499	5500 to 5999	6000 to 6499	6500 to 6999	7000 to 7499	7500 or more	Supt.	Prin.	Supt.	Prin.		
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	25	0	0	0	0
2. Arkansas.....	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	56	15	1	0	0	0
3. Colorado.....	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	59	34	3	3	3	8
4. Illinois.....	72	0	0	1	1	0	0	2	1	3	3	4	1	1	1	0	1	0	0	1	111	266	3	3	3	91
5. Indiana.....	3	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	17	131	2	0	0	6
6. Iowa.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	85*	70*	10*	0	0	0
7. Kansas.....	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	97	104	0	0	0	13
8. Michigan.....	18	0	0	0	0	1	0	0	0	1	1	1	3	0	0	0	0	0	0	0	58	159	2	0	0	24
9. Minnesota.....	16	0	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	0	1	1	40	57	0	0	0	23
10. Missouri.....	34	0	0	0	1	0	0	0	0	0	0	3	1	1	0	0	0	0	0	4	44	88	0	0	0	44
11. Montana.....	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	12	0	0	0	2
12. Nebraska.....	6	0	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	119	27	0	0	0	10
13. New Mexico.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	25	0	0	1	1
14. North Dakota..	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49	12	1	0	3	3
15. Ohio.....	24	0	0	0	0	1	0	0	0	2	3	0	0	0	0	1	0	0	0	0	126	249	3	0	0	32
16. Oklahoma.....	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	50	71	0	0	0	3
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	63	17	2	0	0	0
18. West Virginia...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	153	0	0	2	2
19. Wisconsin.....	19	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42	83	6	0	20	20
20. Wyoming.....	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	15	0	0	1	1
TOTALS, 1946..	224	0	1	2	2	3	1	5	2	8	12	10	10	3	2	2	0	2	1	2	1,086*	1,613*	33*	0	0	286
1945..	228	0	2	2	3	2	4	3	1	7	9	6	3	3	1	2	3	1	1	3	1,044	1,663	29	0	0	284
1944..	32	1	1	3	4	4	3	6	5	8	5	8	4	4	2	1	4	1	1	3	1,078	1,597	15	0	0	98
1943..	Totals not comparable—data from one state lacking.																									
1942..	63	5	4	6	6	3	6	7	3	10	13	2	2	3	2	2	2	2	2	2	1,068	2,219	61	0	0	153

* Not all schools reported.

TABLE V (Continued)

SALARIES—FULL-TIME TEACHERS

STATES	Public Schools—Men														Public Schools—Women														Total
	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more	Total	Less than 999	1000 to 1199	1200 to 1399	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	3000 or more				
1. Arizona.....	0	0	0	0	0	3	20	44	91	57	40	49	304	1	1	0	0	2	34	66	102	81	29	33	54	403			
2. Arkansas.....	2	8	10	15	13	24	21	9	34	23	6	35	200	17	74	272	148	79	44	35	9	6	2	1	0	687			
3. Colorado.....	0	1	3	5	29	75	93	73	75	43	21	70	488	9	2	14	111	272	202	85	34	21	14	22	104	890			
4. Illinois.....	100	3	17	4	11	69	189	256	383	396	197	1,974	3,790	121	29	30	68	242	928	1,008	813	432	286	237	2,781	6,777			
5. Indiana.....	0	0	0	0	16	51	155	185	229	244	188	370	1,438	0	1	1	18	104	273	384	256	216	198	165	403	2,019			
6. Iowa.....	0	0	3	0	7	18	70	98	197	164	99	116	772	6	5	6	20	191	627	335	161	143	51	36	11	1,592			
7. Kansas.....	0	2	0	3	6	24	131	144	261	161	97	63	892	0	3	6	60	178	399	383	219	105	58	17	5	1,433			
8. Michigan.....	0	0	0	0	17	52	106	109	202	352	256	865	2,139	2	2	5	36	188	530	444	294	320	306	152	954	3,233			
9. Minnesota.....	0	0	0	0	1	24	54	89	154	135	55	28	540	0	1	2	12	157	394	125	79	82	161	60	21	1,094			
10. Missouri.....	10	1	10	39	40	83	89	88	91	100	64	307	922	11	14	157	371	277	208	144	93	72	48	74	429	1,868			
11. Montana.....	0	0	2	0	2	3	21	27	42	29	15	17	158	0	0	1	8	26	77	82	66	19	31	0	0	310			
12. Nebraska.....	0	0	1	5	9	25	44	54	85	125	51	3	402	2	2	19	36	67	440	295	56	56	197	1	0	1,171			
13. New Mexico.....	0	0	0	0	1	11	16	25	39	28	34	22	176	1	0	0	2	14	76	92	80	40	14	21	6	346			
14. North Dakota.....	0	0	0	0	0	9	23	19	48	28	15	17	159	0	1	1	14	41	137	83	26	3	1	0	0	307			
15. Ohio.....	0	1	2	17	51	190	351	430	565	470	358	879	3,314	0	3	53	253	646	779	589	417	401	444	295	962	4,842			
16. Oklahoma.....	0	2	5	6	38	71	79	70	66	36	45	64	482	0	5	29	92	297	270	143	79	54	62	9	8	1,048			
14. South Dakota.....	0	0	1	3	12	29	42	60	38	14	10	209	1	0	0	0	17	62	216	113	34	6	1	0	0	450			
18. West Virginia.....	0	1	8	64	179	180	119	88	71	31	16	20	777	1	13	134	488	562	365	219	127	24	4	3	3	1,943			
19. Wisconsin.....	3	1	4	4	21	35	105	168	242	279	154	317	1,333	38	1	23	59	297	366	323	222	131	173	103	167	1,903			
20. Wyoming.....	0	0	0	0	0	9	8	13	41	25	9	8	113	1	1	1	0	10	74	74	31	30	20	3	0	244			
TOTALS, 1946..	115	20	66	162	444	968	1,723	2,121	3,066	2,764	1,934	5,234	18,617	211	158	753	1,813	3,712	6,439	5,022	2,998	2,242	2,100	1,232	5,908	32,588			
1945..	105	19	128	386	803	1,664	2,309	2,462	2,610	2,288	1,348	4,045	18,167	238	385	1,697	3,555	5,799	5,443	3,133	1,133	1,649	1,777	1,175	5,302	32,286			
1944..	107	39	244	725	1,542	2,603	2,844	2,387	2,162	1,657	1,104	3,483	18,897	483	629	2,945	6,086	5,677	3,718	2,457	2,015	1,251	1,283	1,163	4,862	32,659			
1943..	Totals not comparable—data from one state lacking.														0	1,306	3,556	5,590	4,252	3,475	2,653	1,793	1,447	1,242	1,083	1,121	3,781		
1942..	300	1,173	2,859	3,458	3,401	3,454	2,484	1,871	392	1,148	793	2,751	0	0	0	0	0	0	0	0	0	0	0	0	0	0			

TABLE V (Continued)

STATES		SALARIES—FULL-TIME TEACHERS (<i>Cent.</i>)																								TOTAL FULL-TIME TEACHERS				
		Private Schools—Men												Private Schools—Women																
		Less than 999	1000 1199	1200 1399	1400 1599	1600 1799	1800 1999	2000 2199	2200 2399	2400 2599	2600 2799	2800 2999	3000 or more	Total	Less than 999	1000 1199	1200 1399	1400 1599	1600 1799	1800 1999	2000 2199	2200 2399	2400 2599	2600 2799	2800 2999		3000 or more	Total		
1. Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	707	0	
2. Arkansas.....	0	0	0	0	0	0	2	0	0	0	0	0	0	5	1	1	0	1	0	1	0	0	0	0	0	0	0	4	887	9
3. Colorado.....	22	1	0	0	0	0	0	0	0	0	0	0	23	73	1	2	1	0	0	0	0	0	0	0	0	0	0	77	1,378	100
4. Illinois.....	399	0	0	2	7	32	36	21	28	18	22	41	576	772	4	18	45	37	38	22	8	9	1	0	0	0	0	956	10,574	1,532
5. Indiana.....	9	0	0	0	1	3	2	3	7	10	8	10	20	73	8	0	1	0	4	3	3	4	0	1	0	0	0	24	3,457	97
6. Iowa.....	16	29	6	0	0	0	2	1	0	1	0	0	56*	5	7	0	4	1	0	3	0	0	0	0	0	0	0	20	2,364	76*
7. Kansas.....	0	0	0	0	0	0	0	0	0	0	6	0	6*	6*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2,325	6*
8. Michigan.....	0	0	0	0	0	0	2	5	5	12	12	1	7	45*	47	0	2	5	3	2	4	1	3	4	8	13	92*	5,372	137*	
9. Minnesota.....	4	0	0	0	1	8	3	1	1	2	0	0	20	6	0	0	0	3	15	2	3	1	1	3	35	1,634	55	1,634	55	
10. Missouri.....	148	0	1	10	1	12	22	22	11	3	7	12	249	205	7	7	4	4	8	6	1	7	5	3	4	261	2,820	510	2,820	510
11. Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6	468	6	
12. Nebraska.....	0	0	0	0	0	1	4	1	0	0	0	0	8	56	3	3	3	2	0	0	0	0	0	0	0	0	67	1,573	75	
13. New Mexico....	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	322	5		
14. North Dakota..	1	0	0	0	0	1	0	0	0	0	0	0	2*	0	0	2	1	0	0	0	0	0	0	0	0	0	3*	466	5*	
15. Ohio.....	0	0	2	1	3	6	6	8	13	8	5	43	95	12	1	8	25	6	3	1	5	7	4	4	80	8,156	175		175	
16. Oklahoma.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	2	1	2	1	0	0	0	10	1,530	10	1,530	10
17. South Dakota...	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	2	2	1	1	0	0	1	0	0	0	21	659	21	659	21
18. West Virginia..	0	0	0	0	1	0	1	11	4	4	1	3	25	0	0	1	0	0	0	0	0	0	0	0	0	1	2,720	26	2,720	26
19. Wisconsin.....	37	0	0	1	1	2	9	12	15	14	8	11	101	68	3	4	1	3	8	16	6	1	7	2	6	135	3,236	235	3,236	235
20. Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	357	7	357	7
TOTALS, 1946..	606	30	9	16	17	17	87	92	96	79	54	137	1,293*	1,285	31	50	92	60	82	58	29	34	22	18	33	1,794*	51,205	3,087*	51,205	3,087*
1945..	24	10	6	13	32	92	120	97	79	66	40	101	680	170	38	52	60	83	48	48	27	45	11	11	14	607	59,453	1,287	59,453	1,287
1944..	61	16	16	51	74	110	103	71	77	55	26	97	757	176	48	63	75	73	44	37	35	29	22	11	10	620	51,856	1,377	51,856	1,377
1943..	Totals not comparable—data from one state lacking.																													
1942..	55	36	66	111	119	107	90	65	41	34	28	86	0	293	82	66	53	28	34	37	36	16	10	6	9	0	0	0	0	0

* Not all schools reported.

TABLE V (Continued)

STATES	NUMBER OF SCHOOLS WITH PUPIL-TEACHER RATIO OF:										AVERAGE NUMBER CLASSES DAILY PER TEACHER					NUMBER OF PUPILS ENROLLED FOR 5 OR MORE UNITS					PERCENT OF TOTAL ENROLLMENT IN EACH GRADE					
	Less than 14.0										Less than 3	5 to 7					9	10	11	12	Total	9	10	11	12	Total
												3 to 4	4 to 5	5 to 6	6 to 7	7 or more										
1. Arizona.....	6	5	8	9	5	4	7	0	1	1	0	0	8	23	13	2	236	420	426	444	1,526	4.1	7.5	10.	13.7	8.1
2. Arkansas.....	10	3	3	5	10	12	10	5	4	0	2	5	36	26	6	229	374	387	398	1,388	4.8	5.6	6.9	8.6	5.1	
3. Colorado.....	15	10	17	13	11	12	13	7	5	1	0	2	14	48	35	5	801	3,805	3,350	2,242	10,288	11.3	31.3	33.5	28.	25.5
4. Illinois.....	84	60	53	54	50	64	59	29	5	4	10	17	101	220	97	26	928	2,115	3,751	5,442	12,336	1.1	2.4	5.1	8.9	4.
5. Indiana.....	14	7	16	22	34	29	23	9	1	1	1	4	26	100	21	4	1,271	3,059	2,846	2,566	9,742	5.	11.	13.	14.	11.
6. Iowa.....	30	23	37	39	21	14	5	3	0	0	1	4	55	74	20	7*	74	437	900	1,143	2,554	.9	2.4	5.6	8.3	4.6
7. Kansas.....	65	33	23	28	26	17	12	4	6	0	3	3	57	122	27	2	770	2,566	3,034	2,286	8,656	6.6	14.9	20.5	18.3	14.2
8. Michigan.....	7	8	14	15	53	43	44	26	26	7	2	1	42	134	50	14	1,122	3,697	5,895	5,443	16,157	4.	7.	13.	15.	10.0
9. Minnesota.....	27	11	9	17	16	16	12	9	3	0	1	5	47	57	4	0*	2,245	1,388	1,967	2,358	7,958	41.	4.	11.	16.	13.
10. Missouri.....	21	12	12	25	27	26	24	19	6	4	0	3	42	97	28	6	627	1,635	2,171	2,178	6,611	2.8	6.7	9.9	12.1	7.6
11. Montana.....	4	6	6	6	0	4	4	2	1	0	0	0	4	19	9	1	216	266	414	398	1,204	6.5	8.	14.1	16.	10.0
12. Nebraska.....	18	19	36	19	28	9	17	7	3	0	0	3	28	86	22	17	141	600	1,199	1,223	3,163	1.3	5.	11.	12.8	7.2
13. New Mexico.....	5	3	11	5	7	4	3	1	1	0	0	0	7	21	11	1	20	145	298	316	779	.8	3.6	9.1	12.8	6.4
14. North Dakota.....	2	5	4	7	11	19	6	9	1	1	0	0	11	24	16	11*	60	245	232	287	824	2.	6.7	6.8	9.8	6.4
15. Ohio.....	18	17	34	55	78	80	66	37	23	2	3	6	29	128	147	97	1,671	4,282	5,667	5,875	17,495	3.4	6.9	10.3	12.	8.1
16. Oklahoma.....	12	5	15	14	25	24	14	9	3	3	1	4	12	78	27	2	17	779	1,615	1,633	4,044	.3	5.3	13.3	16.4	9.5
17. South Dakota.....	17	15	12	17	10	4	6	1	0	0	0	0	0	44	14	3	23	150	276	377	826	.6	3.2	6.8	10.3	5.
18. West Virginia.....	4	2	8	3	18	40	33	31	11	5	0	0	14	101	38	2	1,067	1,814	2,365	2,473	7,719	7.8	9.9	15.8	10.8	12.9
19. Wisconsin.....	15	4	7	23	29	23	33	12	5	0	0	5	43	77	24	2	960	2,377	2,876	2,793	9,006	5.5	8.3	11.4	13.1	9.7
20. Wyoming.....	6	1	6	7	3	7	1	1	0	0	0	0	4	16	11	1	62	198	467	334	1,061	2.7	7.6	20.7	18.3	11.8
TOTALS, 1946..	380	258	331	383	462	452	394	226	106	33	22	59	570	1,595	640	209*	12,630	39,352	40,136	40,209	123,327	4.	7.1	11.2	13.4	8.3
1945.....	445	235	326	369	463	441	378	231	100	29	0	0	0	0	0	0	14,476	39,511	41,614	41,599	128,200	5.	7.	12.	14.	9.
1944.....	441	246	356	432	470	458	327	176	85	19	0	0	0	0	0	0	16,510	31,506	44,022	44,785	136,823	5.	8.	13.	16.	10.
1943.....	Totals not comparable—data from one state lacking.																									
1942.....	335	213	281	359	410	405	406	336	169	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Not all schools reported.

TABLE V (Continued)

STATES	NEW STAFF MEMBERS		DEGREES AND PROFESSIONAL TRAINING (NEW TEACHERS)										EXPERIENCE (NEW TEACHERS)														
			Men					Women					Men					Women									
	Men	Wom- en	To- tal	PhD	MA	BA	No BA	Less 15 hrs. Educ.	PhD	MA	BA	No BA	Less 15 hrs. Educ.	Less 1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	Less 1 yrs.	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	
1. Arizona.....	119	133	252	3	45	61	13	12	1	39	89	4	5	32	5	5	7	7	11	52	40	10	12	10	8	8	145
2. Arkansas.....	111	222	333	3	21	67	20	22	0	30	153	39	36	24	14	8	4	6	12	43	82	21	19	10	12	9	69
3. Colorado.....	212	347	559	0	54	119	39	41	0	37	274	36	38	61	16	14	11	14	9	87	126	44	32	27	21	8	80
4. Illinois.....	790	1,295	2,085	15	240	504	31	34	5	208	978	44	47	179	58	66	65	51	52	319	439	132	114	95	74	61	380
5. Indiana.....	312	401	713	2	126	176	8	8	1	67	328	5	7	55	8	15	15	14	13	192	131	33	31	30	14	17	145
6. Iowa.....	307	555	862	2	80	210	15	4	0	63	461	31	7	49	22	30	21	18	17	150	168	52	59	50	33	24	169
7. Kansas.....	343	552	895	4	82	235	22	33	0	46	469	37	43	52	16	17	23	32	15	188	198	54	45	43	26	22	104
8. Michigan.....	476	789	1,265	1	174	279	22	12	3	176	580	30	12	87	33	26	34	20	20	247	266	66	81	57	36	40	243
9. Minnesota....	230	450	680	2	56	157	15	2	0	41	398	11	6	25	16	12	14	6	10	147	87	38	45	43	34	19	184
10. Missouri.....	310	488	798	3	105	188	14	15	4	97	364	23	12	59	25	27	18	21	14	146	148	41	38	32	28	20	181
11. Montana.....	70	116	186	0	19	38	13	19	0	13	86	17	13	16	5	1	6	1	3	38	21	11	10	16	7	3	48
12. Nebraska.....	175	366	541	3	55	108	9	21	0	33	306	27	20	32	12	13	12	6	8	92	114	39	32	34	20	17	110
13. New Mexico...	84	119	203	0	29	43	12	10	0	30	88	1	7	13	4	2	8	5	2	50	34	8	12	13	7	3	42
14. North Dakota..	71	148	219	0	11	59	1	5	0	5	129	14	9*	14	7	6	5	4	2	33	47	20	19	13	8	8	33
15. Ohio.....	804	1,096	1,900	8	218	546	32	10	3	137	921	35	7	172	55	45	51	53	54	374	384	89	83	68	67	57	348
16. Oklahoma.....	231	338	569	1	75	144	11	9	1	70	244	23	17	34	10	9	9	10	20	139	97	27	36	26	24	18	110
17. South Dakota..	103	203	306	1	18	71	13	0	1	8	175	19	0	27	7	10	5	7	4	43	71	22	19	15	15	17	44
18. West Virginia..	227	378	605	0	54	139	34	38	0	41	297	40	31	82	10	15	6	7	10	97	182	41	23	21	8	6	97
19. Wisconsin.....	287	553	840	0	81	181	25	19	1	77	452	23	14	81	17	17	21	12	9	130	177	54	69	30	27	26	170
20. Wyoming.....	68	113	181	2	25	35	6	4	0	12	98	3	3	10	4	3	6	2	4	39	35	10	5	8	9	6	40
TOTALS, 1946..	5,330	8,662	13,992*	47	1,568	3,360	355	318	20	1,200	6,890	462	334	1,104	344	341	341	305	289	2,606	2,847	812	784	641	478	389	2,711
1945..	4,596	8,809	13,405	58	1,443	2,738	352	276	22	1,419	6,846	527	333	814	314	295	307	243	212	2,362	2,680	861	849	642	440	416	2,846
1944..	5,271	10,292	15,563	40	1,611	3,234	386	340	29	1,600	8,150	513	410	1,017	368	361	326	253	304	2,621	3,287	1,084	886	690	540	529	3,254
1943..	Totals not comparable—data from one state lacking.																										
1942..	5,836	6,167	12,003	47	1,518	4,058	213	167	8	967	5,041	151	77	1,483	500	565	481	439	403	1,965	2,244	640	616	431	314	313	1,612

* Not all schools reported.

TABLE V (Concluded)

STATES	LIBRARIANS				
	Number of Librarians Employed		Number of Hours Training in Library Science		
	Full-time	Part-time	Over 23	16-23	6-15
1. Arizona.....	22	54	12	2	15
2. Arkansas.....	28	69	5	4	28
3. Colorado.....	41	62	21	5	30
4. Illinois.....	306	329	187	42	165
5. Indiana.....	92	97	107	32	18
6. Iowa.....	58	129	29	5	62
7. Kansas.....	93	178	36	12	77
8. Michigan.....	144	147	92	31	64
9. Minnesota.....	76	65	78	7	54
10. Missouri.....	100	101	60	12	59
11. Montana.....	12	8	7	5	10
12. Nebraska.....	40	107	23	8	39
13. New Mexico.....	17	34	12	0	13
14. North Dakota.....	13	69	5	2	37
15. Ohio.....	254	380	199	69	113
16. Oklahoma.....	42	134	18	4	52
17. South Dakota.....	12	61	4	1	24
18. West Virginia.....	89	75	41	16	78
19. Wisconsin.....	95	80	53	19	85
20. Wyoming.....	12	20	5	4	11
TOTALS, 1946.....	1,546	2,199	994	280	1,034
1945.....	0	0	0	0	0
1944.....	0	0	0	0	0
1943.....	0	0	0	0	0
1942.....	0	0	0	0	0

